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SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE TEACHERS (DEPAUW UNIVERSITY, JUNE 15 TO JULY 10, 1964). FINAL REPORT.

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DEPAUW UNIV., GREENCASTLE, IND.
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IN A 4-WEEK SEMINAR SPONSORED BY THE INDIANA LANGUAGE PROGRAM AND DEPAUW UNIVERSITY, ADVANCED TRAINING IN NEW DEVELOPMENTS IN FOREIGN LANGUAGE INSTRUCTION AND TEACHER PREPARATION WAS PROVIDED FOR 25 INDIANA COLLEGE LANGUAGE TEACHERS OF FRENCH AND SPANISH WHOSE RESPONSIBILITIES IN THEIR HOME INSTITUTIONS INCLUDED SOME PHASE OF TEACHER PREPARATION. THE REPORT OF THAT SEMINAR GIVES INFORMATION ABOUT FACULTY, PARTICIPANTS, AND PROCEDURES. IT CONTAINS SUMMARIES AND ANALYSES OF ALL COURSES AND LECTURES, AND PRESENTS RECOMMENDATIONS ON TEACHING METHODS FOR LANGUAGE, LITERATURE, AND CULTURE, ON TESTING AND ARTICULATION, AND ON ORGANIZATIONAL MATTERS FROM THE ELEMENTARY LEVEL THROUGH FUTURE SEMINARS FOR COLLEGE TRAINERS OF TEACHERS. APPENDIXES INCLUDE INFORMATION ON THE SEMINAR'S SCHEDULE, RESULTS OF A QUESTIONNAIRE ON LINGUISTICS DISTRIBUTED TO PARTICIPANTS, A COPY OF THE MLA'S RESOLUTIONS CONCERNING THE PROBLEMS OF TEACHER EDUCATION, AND A PROPOSED SURVEY COURSE FOR 3D YEAR COLLEGE SPANISH DETAILING CULTURAL INFLUENCES, AUTHORS, AND LITERARY WORKS FOR SPAIN AND SPANISH AMERICA. (GJ)

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FINAL REPORT

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CONDUCTED AT
DEPAUW UNIVERSITY
Greencastle, Indiana

A PROJECT OF THE INDIANA LANGUAGE PROGRAM
INDIANA UNIVERSITY
Bloomington, Indiana

DIVISION OF COLLEGE
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FINAL REPORT
on the
SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE TEACHERS of FRENCH AND SPANISH

Conducted at
DePauw University
Greencastle, Indiana

A PROJECT OF THE
INDIANA LANGUAGE PROGRAM
INDIANA UNIVERSITY
George E. Smith, Director

Co-Directors:

Agnes M. Brady, University of Kansas
Laurel H. Turk, DePauw University

PREFACE

In October of 1962, under the guidance of an advisory committee headed by Dean Samuel E. Braden, the Indiana Language Program began its activities. The ILP supported by a five-year grant from the Ford Foundation, is the result of the works of a long-range planning committee at Indiana University, headed by Professor William R. Parker, former Executive Secretary of the Modern Language Association of America. The desire of the committee was to show what one state might do in a limited period of time and with a limited amount of funds, to provide a totally revitalized program of study in the area of foreign language for the schools, and also to demonstrate the interest of a major state university in education at all levels.

The basic goal of the ILP is as follows: "By 1972, modern foreign language instruction, with modern methods and objectives in every public high school in Indiana, with an increasing number of schools offering four years or more of such instruction, and with every college-bound girl or boy counseled to study a foreign language ancient or modern, for as long as possible." A simple goal. Yet when one considers the ramifications of this question, it reaches a high degree of complexity.

One of the most important sectors of the problem of improving FL instruction lies in the area of teacher education--both in-service and pre-service. This was immediately apparent to those who designed the National Defense Education Act of 1958, and a large share of N.D.E.A. funds has been designated for FL teacher institutes during the summers since 1959. However, in spite of the tremendous impact of the Institute Program on Foreign Language instruction at the high school and elementary school levels, one facet of the problem remains as a relatively untouched obstacle to success. Many colleges and universities are still turning out teachers inadequately trained in methods and techniques of instruction, particularly in the four basic skills: understanding, speaking, reading, and writing.

The obvious answer then is that there must be something wrong at the teacher source--the college and the university. In an effort to approach the solution of this dilemma, the Indiana Language Program has cooperated with DePauw University in sponsoring a seminar for college foreign language staff members who are engaged in the preparation of high school and elementary school teachers of Spanish and French. Since this is, to the best of our knowledge, the first seminar of its kind in the country, its task has been largely exploratory. We hope that what has been learned here will provide guideposts both positive and negative for those who will follow.

The ILP is grateful for the cooperative and inquiring spirit of DePauw University, which made the seminar possible, and is particularly grateful for the cooperation and pioneering efforts of the co-directors, Professors Agnes M. Brady and Laurel H. Turk who were willing to venture into this uncharted territory for the first time.

George E. Smith
Director, Indiana Language Program

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PART I

PARTICIPANTS

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Native of Vienna, Austria; extensive travel in Western Europe. Member of MLA and past president of the Georgia chapter of the AATF; received a grant from Southern Fellowships Fund, summer 1958. Most recent among various articles for professional journals: "A Case for the Teaching of the History of the French Language," Modern Language Journal, March 1964. Served as visiting professor at the University of Besançon where special studies included work in historical linguistics and lexicology. In preparation (in collaboration with Oscar Haac, Monique and Pierre Léon), an elementary French book, Perspectives de France (Prentice-Hall).

BLECKLEY, Erwin C. Assistant Professor of French, Central Michigan University (209 E. Maple St., Mt. Pleasant, Mich.)

Member of Phi Beta Kappa, Phi Delta Kappa, Kappa Gamma Epsilon. Nine years residence in France; travel in Mexico and throughout the European countries. Studied two years at the Sorbonne; one summer at University of Besançon, France. Assistant Executive Officer of the U. S. Educational Commission for France (the Fulbright Commission), 1953-1959.

BURNIE, William R. Professor of Spanish and Acting Chairman of Department of Foreign Languages, Carthage College (Dorfmann Apts., Kenosha, Wis.)

Member of MLA, AATSP, Alpha Mu Gamma, Phi Sigma Iota, AAUP. Travel in Mexico and Guatemala. Has published two one-act plays in Spanish for Spanish clubs. Presently in charge of Methods program for teachers of Modern Foreign Languages.

CLARK, Clyde L. Assistant Professor of Modern Foreign Languages, Butler University (7976 Dartmouth Court, Indianapolis, Ind.)

Member of Phi Kappa Phi, Phi Sigma Iota, Sigma Delta Pi, Scabbard and Blade, AAUP, AATSP, American Foreign Service Association; Diplomatic and Consular Officers, Retired; and The Academy of Political Science. Served as Assistant Military Attache, Madrid; Secretary of Embassy and Consul, American Embassy, Madrid; Economic Officer and Consul, American Consulate General, Zurich; Deputy Economic Counselor and Consul, American Embassy, Bankok, Thailand; and Economic Counselor, American Embassy, San Salvador.

COPELAND, John G. Assistant Professor, Department of Foreign Languages, Valparaiso University (P. O. Box 362, Valparaiso, Ind.)

Has spent several summers in Mexico, one as director of the Indiana Study Group, sponsored by Indiana University; one year's residence in Buenos Aires, Argentina, as a Rotary Fellow. Member of MLA, AATSP, Instituto Internacional de Literatura Iberoamericana; Edwards fellow at Indiana University. Publications: Ed. Cuentos de Jorge Luis Borges; translation of story by Mujica Laínez in New Mexico Quarterly, 1957. Present director of the language laboratory at Valparaiso University.

De RYCKE, Robert M. Instructor of French, Carleton College (407 Oxford, Northfield, Minn.)

Native of Antwerp, Belgium, where he lived for 28 years; has traveled extensively in Western Europe. Member of Pi Delta Phi. Two summer teaching fellowships and one summer research fellowship at the University of Illinois.

DOWDY, James P., Sr. Professor of Spanish, Grace College, Winona Lake (101 Fourth St., Winona Lake, Ind.)

Special work has included missionary service in Argentina, 1937-1962. Has traveled in several other countries of Latin America.

GRANT, Mrs. Priscilla A. Assistant Professor of Spanish, Franklin College (38½ Henry St., Franklin, Ind.)

Member of AAUW, MLA, AAUP and AATSP. Scholarship for study at the Universidad Jaime Balmes, Saltillo, Mexico, summer 1963. Supervisor for seminars in Spanish and Spanish-American Literature at Franklin College and supervisor of lab assistants.

GREENLEAF, Mrs. Helen L. Assistant Professor of Foreign Languages (Spanish and French), Ball State Teachers College (1619 W. Gilbert St., Muncie Ind.)

Extensive travel in Mexico. Member of Sigma Delta Pi, AATSP, and AATF. Held teaching Fellowships at Rollins College and Florida State University. Visiting supervisor of Foreign Language student teachers and critic teacher for participating students in Burris Laboratory School, Ball State Teachers College.

HILL, Emma M. Professor of Spanish, Hanover College, Hanover, Ind.

Member of MLA, AATSP, CSMLTA, ALAS, Delta Kappa Gamma, Sigma Delta Pi. Delta Kappa Gamma State scholarship, summer 1956. Travel in Mexico, Guatemala, South America, Europe; a trip around the world in 1960. Article "Irony in the Novel," published in The Hanover Forum, 1958. With colleague, in charge of curriculum planning for the language department.

JACKSON, Mary H. Instructor of Spanish, Northwest Missouri State College (930 S. Walnut, Maryville, Mo.)

Member of Sigma Delta Pi, AATSP, AAUP, NEA, MLA, Missouri State Teachers Association. Travel in South America, the Caribbean and European countries, including Spain. Supervisor of first year laboratory classes for Spanish students at Northwest Missouri State College.

KIRKCONNELL, Thomas W. Professor of Modern Languages, Vincennes University (1203 N. Third St., Vincennes, Ind.)

Native of Ontario, Canada. Special studies have included audio-visual technology and programming, applied linguistics and its programming; also, teaching machines and instructional methods. Scholarships at McMaster University and Wilbour fellowship at Brown University. With Henry Moser and Susan Wolfe published "An Interim Report on International Language for Aviation," Ohio State University Research Foundation.

LOGAN, Martha E. Assistant Professor and Chairman, Department of Spanish, Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods, Ind. (908 S. Central Ave., Paris, Ill.)

Travel in Mexico and Europe. Member of Sigma Delta Pi, Phi Sigma Iota, AATSP (past president of Missouri chapter), MLA. Listed in American Women, Leading Women of America, Who's Who in Missouri, Who's Who in the Western Hemisphere. Scholarships at MacMurray College, University of Illinois graduate school and summer scholarship to University of Chicago Workshop. Cervantes Prize Medal, Instituto de las Españas; Certificate of Merit, U. S. Office of Censorship, where she served as Overseas Telephone Censor (Spanish) while officer in U. S. Navy. Also has served as Editorial Consultant and revised the guide to Aztec Pronunciation for the World Book Encyclopaedia, 1949. Author of several professional articles and books.

MANKER, Bernard E., Jr. Instructor of Spanish, Wabash College (504 S. Grant St., Crawfordsville, Ind.)

Six years of residence in Bolivia, Nicaragua and Spain while working for the U. S. Information Agency. Has traveled in Europe and in sixteen of the American republics. Member of AATSP. Has published Español Básico, (Bay City Public Schools, Bay City, Mich., 1955).

MOORE, Anne E. Assistant Instructor of Spanish, University of Kansas, Lawrence (8020 Pennsylvania, Kansas City, Mo.)

Lived with Mexican family while attending summer school in Mexico. Present position as assistant at the University of Kansas includes supervision of practice teachers in Spanish.

MOREY, Diane P. Instructor of Spanish, University of Omaha, Omaha, Nebr.

Member of Kappa Delta Pi. Summer study in Guadalajara, Mexico, and the Instituto Tecnológico de Monterrey, Mexico.

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Member of Sigma Delta Pi, Pi Delta Phi and Phi Sigma Iota; MLA, AATSP and AAUP. Supervisor of the Methods course for teachers of Spanish. Has traveled in southern European countries. At the University of Kansas, was instructor for four NDEA institutes; also, instructor in preparing Peace Corps volunteers for Costa Rica.

SPARKS, Carol L. 6th grade Spanish teacher, Mt. Diablo Unified School; FLES Methods instructor, Extension Course teacher, University of California (4137 Forestview, Concord, Calif.)

Member of Sigma Delta Pi, Pi Lambda Theta, AATSP, Foreign Language Association of Northern California; president of FLES of Northern California. Has attended and taught in several NDEA institutes.

VAZQUEZ, Burney Lou. Assistant Professor of Spanish and Latin, Central Missouri State College (1116 Tyler, Warrensburg, Mo.)

Lived in Puerto Rico for seven years. Member of Phi Beta Kappa, Kappa Delta Pi, Sigma Delta Pi, Sigma Alpha Iota, AATSP, AAUP, AAUW, MLA, ALAS, NEA; also, Vergilian Society of America, American Classical League. Undergraduate scholarship at Washburn University, graduate fellowships at

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Member of AATF, MLA and French Institute, New York City. Attended summer session in Methods of Teaching French, Western Reserve, Ohio; also, summer session in French Institute, Fordham University, N. Y. In charge of the Methods program at Caldwell College.

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SISTER MARY HERMAN JOSEPH, C.S.C. Assistant Professor of French, Saint Mary's College, Notre Dame, Ind.

Member of MLA. Attended summer session at Assumption College, Worcester, Mass.

STAFF

BRADY, Agnes Marie. Professor of Romance Literatures and Education, University of Kansas (1201 Emery Rd., Lawrence, Kans.)

Director of four NDEA FLES Institutes (1st, 2nd, 3rd Level). Founder of the FLES instructional plan in Lawrence and advisor of the B.S. and M.S. FLES major. Co-director of the English Language Institute, Bucknell University. Member of the McGrath Committee (1952) to reevaluate FL study in the U. S. Member of several MLA planning committees for improvement of FL study. Co-author of _Modern Spanish, A Project of the MLA_. Author of 25 textbooks and teacher's guides, including the Charles E. Merrill Books, Inc. elementary language series (with tapes and guides). Past president of AATSP, member of CSMLA, MLA, Sigma Delta Pi (first Vice-president), Alpha Delta Pi, IILI, Hispanic Institute. Extensive travel and study abroad.

TURK, L. H. Professor of Romance Languages and Head of the Department, DePauw University (209 Hillsdale Ave., Greencastle, Ind.)

Member of AATSP, MLA, CSMLTA, AAUP, Sigma Delta Pi, Phi Sigma Iota. Secretary Treasurer, American Association of Teachers of Spanish and Portuguese, 1951-1964. Listed in _Who's Who in America_, _Directory of American Scholars_, _Dictionary of Spanish Literature_. Author and Editor of numerous Spanish textbooks. Most recent publications: _Foundation Course in Spanish_ (Heath, 1957), with Edith M. Allen, _El español al día_ (Heath, 3rd ed. Bk. I, 1963, Bk. II, 1964). Extensive foreign travel.

DINNEEN, David A. Assistant Professor of French and Acting Chairman of Linguistics Committee, University of Kansas (1124 Mississippi St., Lawrence, Kans. 66044)

Born and educated in New York (Queens College). While a graduate student, taught at University of Kansas and Massachusetts Institute of Technology. Served as French interpreter in U. S. Army in Saigon, Vietnam. Research in Machine Translation led to doctoral dissertation, A Left-to Right Generative Grammar of French (Harvard University, published by M.I.T.). Taught linguistics at the Institut de Phonétique, Grenoble, France, while on a Fulbright grant. At present coordinator of elementary and intermediate French courses at University of Kansas.

SISTER GEORGIANA, S.P. Professor of French, Saint Mary-of-the-Woods College (Saint Mary-of-the-Woods, Ind.)

Received Ph.D. from the Catholic University of America and studied at the Institut Catholique in Paris. Author of Successful Devices in Teaching French, Voici, Voilà, and French Dramatizations with a supplementary pattern practice book (Portland, Maine). Staff member of two NDEA French Institutes. Currently conducts a FLES class for children near Saint Mary-of-the-Woods College.

PIMSLEUR, Paul. Director, Listening Center and Associate Professor of Romance Languages, The Ohio State University.

Member of AATF, MLA, Linguistic Society of America, Education Research Association, American Psychological Association. Author of numerous articles in Modern Language Journal, Journal of Educational Psychology, and others. Editor, Harcourt, Brace and World, Inc. Staff member of three NDEA Institutes and Associate Director of two NDEA Institutes.

NÚÑEZ, Eliceo, Jr. Chairman of FLES department, North Kansas City, Mo. (402 Maple, Liberty, Mo.)

Initiated FLES program in North Kansas City, Missouri. Trainee (FLES NDEA Language Institute), University of Kansas. Staff member, FLES Language Institutes for three years. Recorded Charles E. Merrill tape series for Mi libro de español and Adelante, by Agnes M. Brady.

CONSULTANTS AND LECTURERS

ALLEN, Edith M., Instruction Center, Indianapolis Public Schools, Indianapolis, Ind.

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LÉON, Pierre, Ohio State University, Columbus, Ohio

MEAD, Robert G., Jr., University of Connecticut, Storrs, Conn.

THE FACILITIES

The participants and some of the staff members were housed in single and double rooms in Roberts Hall, a new men's dormitory on the DePauw campus. The rooms were provided with bedding, towels, and weekly maid service, and coin-operated washer-dryer accommodations and irons were available. Roberts Hall lounge was used for the evening functions, such as lectures, slides and films, and the playing of records and tapes. Meals were served daily in the cafeteria of the air-conditioned Memorial Student Union Building.

Classrooms, staff offices and the browsing room were located in East College, in the center of the campus. Tape recorders, projectors for slides, film strips and movies, and a record player were provided for use by the participants. In addition, the language laboratory was used for copying many tapes.

Several hundred items, all catalogued so that they could easily be checked out, were on display in the browsing room. These items included a large number of elementary and secondary texts in French and Spanish, teacher's manuals and key, books on literature and culture, published both in the U. S. and abroad, handbooks for students in modern foreign languages, counselor's guides, texts on linguistics, testing materials, laboratory reference books and pamphlets, programmed instruction materials, language journals, source materials and surveys, songs, reprints of numerous language articles, television materials, samples of tests, bibliographies and brochures.

Swimming, tennis and other recreational facilities were available for use by the participants at Windy Hill Country Club and on the DePauw campus.

PART II

PART II. THE PROCEDURES

When the procedures for the Seminar were discussed first in December, 1963, at the meeting of the Modern Language Association in Chicago, only the needs and the means were outlined.

On January 11, 1964, the following persons met at DePauw University with George E. Smith and L. H. Turk to discuss the important pilot program: Charles E. Parnell, University of Notre Dame; M. Philip Leamon, Indiana University; Elton Hocking, Earle S. Randall and James McKinney, all of Purdue University; Louis L. Curcio, Indiana State College; and Emma Hill, Hanover College. This group discussed the tentative outline of the curriculum of the proposed project and offered many suggestions which were later incorporated in the final schedule. All agreed that in so far as possible the participants should be methods teachers or those who were largely responsible for, or most involved in, setting up the foreign language program for teacher preparation.

At a two-day meeting a week later in Lawrence, Kansas, the procedures and program were defined by Professors Agnes M. Brady, George E. Smith, and L. H. Turk.

This Seminar was planned for a maximum of twenty-five Indiana college teachers of METHODS COURSES. The Staff was to be composed of linguist; specialists in Methodology; specialists in Literature and Civilization (for French and Spanish); specialists in the preparation of FLES and Secondary Schools, including the academically talented pupils and the fourth- and fifth-year high school pupil; and a specialist in testing.

As this Final Report will indicate, the morning daily schedule was to consist of lectures and discussion, i.e. presentation by the specialist for approximately thirty minutes (or forty, if necessary), and twenty to thirty minutes of questions and answers, i.e. clarification. The afternoon meetings for two weeks were to have a one-hour-and-thirty-minute demonstration of materials and aids, followed by a one-hour discussion, except on Fridays when a round table discussion was to last for one hour, or longer when desired. The two remaining weeks were to be for test evaluation.

Two evenings per week were to be set aside (7:00-8:00) for lectures, tape playing, films, and other activities.

In the early planning stage provision was made for granting up to twenty-five stipends of $300 to Indiana college teachers selected for participation. Up to five participants from other states were to be accepted, so that all could profit from daily contact and an exchange of ideas. Later, the Indiana Language Program approved stipends of $300 for the participants from other states, and the number was increased to ten. The out-of-state participants selected came from California, Georgia, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Jersey and Wisconsin.

DESCRIPTIVE OUTLINE OF COURSES

8:00-8:55--STRUCTURE PROBLEMS AND LANGUAGE ANALYSIS, Dinneen

The following report is divided into three parts: I. A discussion of the "ideal" linguistics course suggested for a seminar for teachers of "Methods Courses;" II. A description of the linguistic materials that should be included; III. A fairly detailed summary of the lectures given during the "Structure Problems and Language Analysis" periods at this Seminar.

I.

What should be included in a linguistics course at a seminar for "Methods Course" teachers?

A. A critical bibliography, including works of general importance for the comprehension of linguistic principles and techniques, as well as works concerned with linguistic problems in the native and target languages.

B. A textbook (or set of selected readings) to be read in conjunction with the lectures. In an intensive summer seminar it is unreasonable to expect to discuss linguistic techniques, using unfamiliar terminology, unless the participants are able to read supplementary material outside of class. We cannot assume that the participants will be familiar with a standard introductory linguistics text (see Bibliography and see Appendix showing linguistic preparation of participants at this Seminar), nor can we use a long text such as Gleason's _Introduction to Descriptive Linguistics_ simply because it contains too much material to digest when we are attempting to pass quickly from a description of linguistic principles to their application in the teaching of a particular language.

C. The staff member(s) in charge of Linguistics should prepare a series of lectures covering at least the topics listed below. Ample time for questioning should be allowed at the completion of each block of material. No more than three hours of lecturing should be completed before the participants are encouraged to ask questions. Our experience has been that questions that interrupt the presentation of the more technical aspects of Linguistics tend to add to the confusion rather than to relieve it.

It is helpful for the staff member to determine the linguistic training of the participants. See the appendix for the questionnaire used at this Seminar and a tabulation of the results.

List of Basic Topics for Lectures:

1. A brief history of linguistics (and of the target language).
2. Definitions of common terms (with discussion and examples).
3. General discussion of what constitutes the structural analysis of a language.
4. Specific descriptions of:
    a. Phonological structure of the target language and of English.

   b. Morphological structure of both languages.
   c. Syntactic structure of both languages.

(Within the limits set by time, the staff member could touch on various more theoretical linguistic problems within the framework of this discussion.)

5. Discussion of direct and indirect application of linguistic analysis to foreign language teaching.

II.

What should be included in the linguistics section of a "Methods Course" given to future teachers of elementary and secondary level students?

A. A critical bibliography, similar to the one suggested above, but including indications of "minimum" works for the future language teacher.

B. Assign the reading of a textbook which emphasizes applied linguistics, but *first* urge all future language teachers to take an introductory course in Linguistics, in which a text such as Gleason's *Introduction to Descriptive Linguistics* or Hockett's *A Course in Modern Linguistics* is used.

C. Class time should be devoted to a careful and detailed comparative analysis of the structures (phonological, morphological and syntactic) of the target language and English.

III.

Following is a summary of the linguistics lectures given at this Seminar. These are arranged topically, rather than day by day, as a great deal of flexibility was allowed at each session to permit free questioning. (As mentioned above, this did not produce the desired effect of greater clarity of presentation.)

A. Introduction

Statement of thesis: a selective application of the principles of modern linguistic research is effective in improving foreign language teaching. The best results, *ceteris paribus*, will be obtained by a teacher who uses a linguistically oriented textbook (or an equivalent set of audio-lingual-visual materials) and who is well-trained in linguistics.

General remarks on *how* linguistic knowledge should be used: just as the philologically-trained professor could err in impressing his students with the fact the the etymon of *père* is *patrem* (of *mujer* is *mulierem*)--interesting but, if overdone, wasteful of the students' learning time in class--also he could err in *explaining* the distinctive feature system, or in arguing the relative merits of various phonemic analyses of Spanish. The advantage, however, of the modern "linguist" language teacher is that the data, principles, and theories he has learned *can* be directly applied to the techniques he uses in teaching a foreign language, while the philologist's knowledge could possibly be of value in one area, that of vocabulary building.

B. A Brief History of Linguistics

Topics described were the basic characteristics of the following important milestones in the development of linguistics and an attempt was made to demonstrate their relation to present-day linguistics wherever pertinent:

The "descriptivist" Panini (Sanskrit); the Latin and Greek grammarians; etymologists (the early ones who used meaning more than form as their criterion); Rask and Grimm (classification and explanation of sound change); language classification (the comparative method); dialect geography.

C. Branches of Modern Linguistics

The following branches of linguistics and related disciplines were discussed, and their relationship to each other and to foreign language teaching was demonstrated:

1. Structural linguistics--F. de Saussure, Prague School, functional criteria, glossematics, descriptive linguistics, Bloomfield, Sapir, Harris, Chomsky.
2. Anthropological linguistics--(cultural aspect is not new; *i.e.*, Humboldt, 18th Century; language reflects culture, *vice-versa*.) R. Lado.
3. Mathematical linguistics--(computational linguistics); statistics, Zipf, word counts, logic, "models" of language structure.
4. Lexicostatistics.
5. Psycholinguistics--relationship to psychology of language learning.
6. Philosophy--semantics, U. S. Ullmann.

D. Definitions

After the presentation of the introductory and historical sections listed above, two class hours were spent on discussing definitions of terms to be used in subsequent classes, rather than waiting to define them as the occasion demanded. The following definitions were distributed to the class and were expanded upon with examples when questions were raised:

Language: a means of communication using a closed system of arbitrary (conventional) verbal symbols. (Each term of the definition defined in detail.)

Linguistics: the scientific study of language.

Grammar: the organized study of all the factors (that can be distinguished and described) involved in distinguishing sentences from non-sentences.

Grammatical Categories: a classification of words or parts of words determined by function and form.

A Grammatical Category: a formal characteristic of a linguistic unit (a word or a phrase) that indicates a relationship between that unit and another unit and/or between that unit and a particular aspect of the real world.

Examples of Grammatical Categories: gender, number, case, tense, voice, mood.

Parts of Speech: a classification of the elements of a language according to their "function" in a sentence. The function, however, is often determined by the "meaning" of the word or of the sentence.

Full (Content), i.e., Function Words: another less detailed but more consistently formal classification of the elements of a language.

Syntax: the study of the functional (formal) relationships of the constituents in a given utterance and of their arrangement.

Syntagma: the arrangement of units in a syntactic construction.

Morphology: the study of the minimum meaningful units of a given language.

Morpheme: a minimum meaningful unit of a given language.

Phonology: the study of the sound structure of language.

Phonetics: "the study of the gross physiological and acoustic features of speech-sound." (Whatmough, p. 233)

Phone: a speech-sound, a unit in "phonetics."

Phonemics: the study of the minimum distinctive units of sound, of their function and their relationship with each other.

Phoneme: a minimum distinctive unit of sound. Or, "a grammatical abstraction to designate a class of equivalence of minimum speech-sound..." (Whatmough, p. 233)

Allophone: a set of phonetically similar speech-sounds (phones) which constitute a contextual or positional variant of a phoneme.

Minimal pair: two words which are equivalent in sound except at one point and which differ in meaning.

"Levels:" a linguistic abstraction which permits the study of one aspect of a given language with little or no reference to the other aspects. We can, for example, discuss the phonological level without reference to the morphological or syntactic levels.

E. Phonology

Approximately six and one-half hours of lecture and discussion were spent on the subject of phonology; however, this was not enough time in which to present the basic general material and then give complete descriptions of French and Spanish (and English). The frequent requests for phonetic information indicated that more time was needed to establish the relationship and distinction between phonetics and phonemics.

After the description of a psychological experiment on structure recognition (which demonstrated, among other things, that 1.) we naturally try to "structure" everything we perceive via our senses and 2.) we tend to recognize what we expect to see or hear), discussion centered on the importance of presenting a new language sound system to students in such a way that they will recognize the correct phonological structure, rather than place the structure of their native language on the sounds they hear. Reference was made to Lado's remarks on the structure of expression and the structure of content

(Lado, Language Teaching, p. 12) since they touch upon the way that content and expression interact.

In describing the phonological structure, it was pointed out that we must distinguish first between orthography and a consistent symbolic representation of the sound structure; second, between phonetic transcription of the raw material and phonemic transcription of only the significant sound distinctions; and, third, that the alphabet can give a dangerous, distorted notion of the "phono-structure."

In the discussion of phonemics the importance of contrast was emphasized, and it was suggested that the following statement of Bowen and Stockwell (Language: 31.237), made in reference to a particular question in phonemics, is applicable generally in language teaching: "The contrast, once it has been established, is part of the structure of the language, and must be recognized even in positions where it is not minimal." The neutralized r:r̄ contrast in initial and final position was given as an example.

Distinctive feature analysis, discussed earlier under acoustic phonetics, was applied to the discussion of phonemics in order to indicate the importance of classifying contrasts by the particular feature that carries the contrast (vd/vl, grave/acute).

Before developing the phonemic analyses of Spanish and French in class, presentation was made of a sample phonemic analysis, that is, a model of the process, using the symbols C, V and J; it was found that presentation of the model, even with time for questions, was not entirely successful, for it resulted in confusion of details with general principles.

The participants were assigned the task of listing the phonemes of Spanish and French respectively before the class discussion of each language. It was found to be a more difficult chore than anticipated because of at least four causes: 1.) confusion as to the method, resulting from the "model" description; 2.) "interference" of orthography with comprehension of sound distinctions; 3.) lack of familiarity with phonetic transcription, i.e., with the symbols; and 4.) tendency to include more than one "minimal" contrast in the same "minimal pair."

The phonemes of Spanish and French were presented separately, with examples and with descriptions of allophonic variations. The following phonemic systems were given and discussed in detail, but references were also given to other systems with some discussion of specific questions where conflicting arguments are found in the literature (e.g., Spanish /i/, /u/, /y/, /w/).

Spanish: Vowels /a,e,i,o,u/
Semivowels /y,w/
Consonants /p,t,k,b,d,g,ĉ,f,s,θ,x,m,n,ñ,l,l̃,r,r̄/

French: Vowels /i,e, ,a, ,o,u,y,ø,ã,õ,/
Semivowels /j,w, /
Consonants /p,t,k,b,d,g,f,v,s,z,ŝ,ẑ,l,r,m,n,ñ/

Note: The tense/lax variants of ø and the schwa were discussed for teaching purposes, as was the nasal vowel œ̃.

French, Spanish and English were combined in a discussion of other phonological features, with mention in each case of the feature which was phonemic in which language (e.g., stress in Spanish). Diphthongization in general was also discussed, as well as the order in which the phonological system of French or Spanish should be presented: phonemes, to allophones, to phonetic aspects, including remarks on the importance of presenting a given speech sound in varying environments, both positional and contextual.

F. Morphology and Syntax

Morphemic analysis was discussed briefly, and terms were defined with some examples, emphasizing the importance of the morphophonemic level--specifically insisting on the determination of morphemes from the spoken language rather than from the written representation therof.

For the remainder of the discussion of morphology and syntax, the article of Hockett, "Two Models of Grammatical Analysis" (*Word*: 10.210-234), was used as a point of departure. Earlier some time had been spent during the "definition" classes talking about parts of speech and grammatical categories, so that only a few remarks on a third model (Word and Paradigm) were necessary. Under the Item and Anaysis model, description of Immediate Constituent analysis and Phrase Structure was given. For Item and Process, Transformational Grammars were listed and the participants were referred to a recent lucid description, Emmon Bach's *Introduction to Transformational Grammars* (Holt, Rinehart, Winston, 1964).

The discussion of morphology and syntax was summarized by noting the ways in which each "model" of grammatical structure could be applied in the development of better techniques for language teaching--how each one contributed to a clearer picture of the structure of the language and how each one aided in the development of exercises. Only a brief discussion (two and a half days) was necessary because it takes little time to indicate the application of these theories in the development of exercises and any discussion of syntax *beyond* that is best retained for the specialist, at least at present.

G. The "Romance Languages"

On the Friday of the third week, after the discussion of morphology and syntax, there was need for a break and for concrete proof of the modern linguist's respect for past work in linguistics and philology, so a rapid but rather lengthy talk was given on the development of the Romance Languages. Having "proved" the lack of relationship between French and Spanish during the hours on phonology, this was used as a starting point for the discussion, returning to orthodoxy and recognizing their relationship. Most of the material for this lecture was taken from Elcock's *The Romance Languages*, with some rearrangement and condensation.

H. Applied Linguistics

The remaining week was devoted to a discussion of what is meant by applied linguistics, how the "linguistic approach" makes use of linguistic principles discussed in class, and so forth. After an interesting but slightly disorganized question and answer period the first day, each succeeding day began with a sum-up of the previous day's discussion, plus comments followed by discussion of a few specific topics. Some of the topics were: goals of the language teacher and whether or not particular goals (*e.g.*, reading for appreciation of literature) could be satisfied as well or better by the grammar-translation method (as opposed to a linguistic approach); the assumptions behind the linguistic approach (assumptions related to basic linguistic principles of language description and to the psychology of language learning); the distinctions between direct method and the organized repetition of carefully chosen patterns from the point of view of how each develops the speech habit.

I. Conclusion

In the concluding remarks, a brief summary of the highlights of the four weeks was given, followed by a discussion in some detail of particular points that, due to the questions asked, required some final touches. It was clear that the question-answer-discussion days (Monday to Thursday of the last week) were very fruitful (and enjoyable) in exposing the points not made clear in the lectures and particularly in demonstrating by specific examples how the linguistic principles and methods discussed earlier could, in fact, be applied to language teaching.

9:00-9:55--APPLIED LITERATURE AND CULTURE
Section A, Spanish, Brady

Twenty thirty-minute lectures in Spanish were prepared for informal presentation. (Even though some changes in plans were necessary, all the materials were presented in one form or another, but not in the order listed below.) The original plan was:

1. Orientation. Explanation of the inseparability of linguistics, literature and culture. "Culture" defined.

[Dittoed copies of twenty-two chapters of a text in press (MacMillan), _Historia de la cultura hispanoamericana_, were distributed. The Introduction and Chapters 1-3 were assigned so that the participants might analyze the treatment and evaluate the text. The other chapters might be read at their leisure or referred to later.]

2. The desirability of a two-semester, third-year college course required of students preparing to teach. The course could be named "Survey of Peninsular and Spanish-American Literature and Civilization." This should ideally be a three-, four-, or five-hour course for two semesters.

[The students were asked to outline such a course indicating required reading, with two asterisks, and additional readings with a single asterisk, and suggested readings with no marking. It was agreed that _all_ readings and lectures should be in Spanish. The course outline is included in Appendix E of this Report.]

3. The teaching of Reading, _i.e._, silent reading for comprehension, evaluation and enjoyment.

[Certain parts of _Modern Spanish II_, a _Project of the MLA_, were read and discussed.]

4. Edited texts for intermediate and advanced classes in both high school and college of literature.

5. Edited and foreign texts for intermediate and advanced classes of civilization. How can this topic be combined with four above?

[An annotated bibliography of 400 titles, prepared by the professor of this course, was distributed, and reference was made to the MLA-FLP Bibliography, editions I and II, as well as to other bibliographies, printed in the _MLJ_ and _Hispania_, and others distributed by the U. S. Office of Education. Participants were invited to contribute other titles to the bibliography.]

6. The Freshman-Sophomore College Reading Course. Hints on learning to read rapidly: critical analyses of certain paragraphs, or even pages. Reading poetry. "Outside" readings: literature, magazines, newspapers, critiques and written reports in Spanish. The "civilization" text for rapid reading.

7. *Las nuevas y las novísimas normas*: Ortografía, Prosodia, Letras de escritura dudosa, supresión de letras (simplificación de grafía), Acento (prosódico, ortográfico e idiomático). Gili Gaya, Lapesa, Kany, Santamaría, Malaret's *Diccionario de americanisimos*.

8. Some pitfalls. Overemphasis on the exotic. Misinformation. Prejudices. Reliance upon English to teach Spanish culture and literature.

9-10. The "Struggle for Independence" in Latin America, expressed in literature. The Gaucho. The Picaresque Novel. The *Tradiciones*. The Romantic, Dramatic Legends. *Civilización y Barbarie*. The Political Essay. Modernism. The Mexican Social Revolution of 1910.

11. The importance of Folklore.

12. The extension and development of the Spanish language in America.

[See: Henríquez Ureña, "Observaciones sobre el español en América;" Juan Ignacio Armas, *Oríjenes del lenguaje criollo*; Charles E. Kany, *American-Spanish Syntax*; D. Lincoln Canfield, *Spanish Literature in Mexican Languages*.]

13. The Generation of '98 in Spain. Its influence in Spanish America.

14. Spanish literature after 1936. The publications of Spaniards-in-exile.

15. Mexican literature after 1944. Other contemporary authors in Spanish America.

16. Music, art, architecture, literature, language form a total picture. Examples. Language is culture and culture is language. Literature is language and culture.

17. Outline of a second-year college course (for two semesters: 3+3, 4+4, or 5+5 credits).

18. La Alianza para el Progreso, La OEA (La Organización de los Estados Americanos).

19-20. Conclusions: a summing up for the future. The importance of literature and civilization in the foreign language program and *how* to teach it. How to prepare undergraduate teaching majors in this important area.

9:00-9:55--APPLIED LITERATURE AND CULTURE
Section B, French, Dinneen

Since the French section was small (seven participants), it was not necessary to limit the discussion to only a few topics. First, general mutual problems were listed, and then the discussions were centered particularly around literature and culture, with digressions when there seemed to be sufficient interest in another topic.

The first few days were spent discussing the kinds of oral exercises (in elementary college courses) that would best prepare students for total use of the language, including reading literary and cultural works and discussing them in French. The discussion of dictations, comprehensions, pattern drills, and so forth, frequently became quite detailed, and all the participants presented ideas on techniques that could be used to make these exercises more fruitful. There was stress on the need to develop exercises that follow a pattern of increasingly difficult progression. It was pointed out that dictation, though a useful exercise, could be graded (i.e., show a gradual increase in difficulty) only with great care. It was suggested that specialized dictations (in which the student was given a form with part of the text and blanks for words containing the sound or sounds under consideration) would provide at least a partial solution to the problem.

There was much interest in the matter of "conversation" classes, particularly in whether these should be classes specifically devoted to developing "conversational" ability in the language or whether this should be a standard part of any course (with literary or cultural content). It was agreed that there is an advantage to the freedom from restricted content in a "conversation course," but also that this sort of freedom could also be given by the teacher from time to time within the format of a literature or culture course.

In order to avoid an apparent overlap with the material being discussed in the afternoon section (second and third weeks), literature was discussed specifically from the point of view of how to teach reading of literary texts (at the intermediate level). Sample demonstrations were given to illustrate various approaches. These demonstrations and the comments and discussion that followed them were interesting and fruitful.

There was some discussion also of the ways in which the students' differing interests might be recognized and accounted for with advanced courses other than literature courses. Interest was shown in a History of French course (i.e., not "Old French," but an overall history of the language with discussion of the causes for language--political and cultural and literary, as well as strictly linguistic causes) and in the development of advanced composition courses. The group still felt strongly in favor of many literature courses, but felt that formal "language" study should not be "stopped" at some point and replaced entirely by the study of literature.

10:30-11:40--THE METHODS COURSE, Brady
(40-minute lectures, 30-minute discussion)

1. The Renaissance in FL teaching at mid-century. The McGrath Address in St. Louis, May, 1952, followed by the planning meeting in Washington in June. The January, 1963, Conference in Washington called by Dr. McGrath and planned, for the most part, by Dr. Majorie Johnston. The Rockefeller grants to the MLA. The many conferences on FL under the sponsorship of the MLA. The Rockefeller grant for the purpose of producing a "New Key" grammar.

2. The "New Key."

3. The rationale behind the Pattern Drill. The Dialogue. Contrastive analysis.

4. The place of culture (both the anthropological approach and the "high" culture) in the methodology course.

5. The place of linguistics in the methodology course.

6. Problems we must recognize in this transition period. The need for active cooperation of teachers across the nation, both the "traditional" and the "New Key" and all the in-between groups. The need for a better cooperation. The broadening of horizons, not the destruction of them.

7. The opinions of Robert Lado in his Testing, his Linguistics Across Cultures, and his Language Teaching.

8. The opinions of Politzer and Staubach.

9. The role of the Laboratory (and other aids to language learning) in the FL program. Other teaching aids. Films for reinforcement.

[Many reprints were distributed and suggestions were made for examining others in the Browsing Room.]

10. The influence of the Language Institute Programs (NDEA).

11. The need for Institutes for College Foreign Language Teachers, especially the beginning teacher who may have had no Methods course.

12. The academically talented pupil. The fourth- and fifth-year high school classes. See III, A, 6. The Conant Report.

13. The need for better evaluation of programs and the testing of pupils in all levels, from FLES through freshman college programs. Articulation.

14. Demonstrations of Dialogue presentation: a.) French, Professor Dinneen; b.) Spanish, Professor Brady.

15. The FLES Program in California, Miss Sparks. The Teaching of a Dialogue in Phonetic Alphabet and with Cultural Items, Mr. de Rycke.

16. Television Teaching.

17. Is the "New Key" really new? An 1849 method of learning FLs.

18. "Ultimate Goals in Language Learning." The Grammar approach vs. the Audio-lingual.

19-20. The "ideal" college "Methods Course." The preparation of College Teachers of Modern Foreign Languages.

1:30-3:00--TESTING AND RELATED PROBLEMS, Pimsleur

The week of June 15-20 was devoted to testing language aptitude (two days), testing listening comprehension, speaking skill, and reading comprehension (one day each). Outlines of the lectures follow:

Testing Language Aptitude
  The need for and uses of aptitude tests.
  Brief history of foreign language aptitude testing.
  Carroll-Sapon, _Modern Language Aptitude Test_.
  Reliability and validity.
  Diagnostic uses.

Testing Listening Comprehension
  Introduction and history.
  Brooks' _French Listening Comprehension Test_.
  MLA Listening Tests.
  Pimsleur French Proficiency Tests, Test 1: Listening Comprehension.

Testing Speaking Skill
  Introduction.
    A. Difficulty of testing speaking skill.
    B. Several recent attempts.

Pimsleur French Proficiency Tests, Test 2: Speaking Proficiency.
Description; discussion of testing problems; reliability and validity; practicality.
MLA Cooperative Foreign Language Tests--Speaking.
Description; reliability; validity; practicality.

Testing Reading Comprehension
Cooperative (French, Spanish) Test. Reading.
MLA Cooperative Foreign Language Tests. Reading Test.
Pimsleur (French, Spanish) Proficiency Tests. Test 3: Reading Comprehension.
Some general considerations on FL proficiency testing.

Selected bibliographies and sample tests for each type were distributed.

PROGRAMMED INSTRUCTION IN FOREIGN LANGUAGES, Pimsleur

Three days (July 6-8) were devoted to Programmed Instruction. After introductory remarks, reading assignments were made in Lumsdaine and Glaser, Teaching Machines and Programmed Learning, a Source Book (NEA, 1960), two articles by B. F. Skinner: 1.) "The Science of Learning and the Art of Teaching;" 2.) "Teaching Machines."

Each participant was given a part of the following materials for evaluation on the second day:

Sapon: A Programmed Course in Spanish, Encyclopaedia Britannica Films, Inc.
Sullivan: A Programmed Course in Introductory Spanish, Encyclopaedia Britannica Films, Inc.
Grolier: Programmed Textbook, Basic Spanish, Teaching Materials Corp.
Burroughs: French Phonetics, Encyclopaedia Britannica Films, Inc.
Burroughs: Programmed French, Reading and Writing, McGraw-Hill Book Co.
Ellert, Ellert, Sullivan: A Programmed Course in Elementary German, Encyclopaedia Britannica Films, Inc.

The Program Evaluation Sheet which served as a guide for evaluating the materials follows:

I. Content. Evaluate the program with regard to
  a. Terminal Behaviors. What is the program trying to teach? Is it teaching the 'right'set of behaviors? Are significant features (tenses, constructions, etc.) omitted which should be included? For whom is the program appropriate? Inappropriate?
  b. Language. Is the FL used authentically? (In writing? Orally?)
  c. Quality of spoken material: accent, voice quality, variety of speakers, regionalism, naturalness, etc.

II. Programming.
  a. Difficulty level. Which students (age, grade, IQ) is this program right for? Illustrate in terms of step-size, verbal complexity, etc.
  b. Does it teach? Will students acquire the desired behaviors? Guess at this, but defend your conclusions.
  c. Frame-writing. Are most frames precise and unambiguous? Illustrate.

d. Motivation. Will the program hold the student's interest? Guess; discuss.
e. Testing. What evidence can teacher obtain of student's progress? What about grading?

III. Presentation.
   a. Discuss such features as cost, attractiveness, equipment needed (if any), ease of use (and re-use).

In the evaluations it was pointed out in general that some advantages of using such programmed materials are: 1.) the materials are geared to progress at an individual's rate of speed; 2.) they would be helpful for adults who have plenty of time and the need to learn; 3.) there is immediate reinforcement of items; 4.) the materials would be useful in getting individuals of varied backgrounds to a common level; and 5.) the materials would be useful in remedial work.

Disadvantages or weaknesses are: 1.) structural items are mixed; 2.) the foreign words are often incorrectly pronounced and normal speed is ignored; 3.) lack of motivation for the student; 4.) little exposure to listening and free speech; 5.) lack of cultural material; 6.) inadequate drill on most points; 6.) the level for most effective use is difficult to ascertain; and 7.) the voices on the tapes are often poor.

Since the field is new and much experimentation is still being carried on, the hope was expressed that more satisfactory materials will be available in the future.

The third day in this series of discussions was devoted to Professor Pimsleur's programmed tapes on Modern Greek, which are geared to adults. Emphasis is on colloquial oral Greek given at a normal rate of speed, recorded by native speakers. Reading instruction begins in Unit II and continues through the remaining eighteen units. It was thought that this type of material seems well suited to learning exotic languages.

June 22-July 3--FLES AND SECONDARY SCHOOL PROBLEMS
(1:00-2:30 Lectures; 2:35-3:30 Discussion)
Section A, Spanish, Núñez

The first week (the second week of the Seminar) criteria were given for evaluation of textbooks and materials. Four junior and/or senior high school texts were used to demonstrate techniques. Sample lessons from each text, or the texts themselves, were distributed.

The purpose of discussing the various texts was to acquaint the participants with the books that student teachers would most likely use in public schools. In parts of the sessions some of the important problems, ideas, procedures, objectives and philosophies of the "New Key" were presented as topics for later discussion.

The first lecture was titled: "Is the New Key Really New?" The "New Key" movement, which many educators consider a newly created way of teaching foreign languages by using the "Four Progressions" (listening, speaking, reading, writing). The approach of many "old time" educators has thus been given a new name with new and fresh ideas.

Next, the dialogue was discussed as one of the many ways to give the student an opportunity to listen to the fluency and the normal speech patterns as a native speaker in a normal conversation. The teacher models the basic dialogue and uses all the normal and unexaggerated vocal, facial, and physical expressions necessary to convey meaning. It was stressed that some educators strongly believe that English should not be used at all in working with the dialogue and that a specific technique for teaching should be used, but not necessarily in a rigid manner. The use of gestures and many other devices to promote pupil response are over-used and unnatural. Therefore, they should be replaced as quickly as possible by the appropriate words or expressions.

The A-LM Spanish series (Harcourt Brace and World) was analyzed. The outline structure and content of the book were the principal points discussed.

The second day the rationale behind the pattern drill, one of the most useful and valuable devices in helping students to understand the structure of the foreign language, was discussed. Sample practical drills were analyzed and practiced with correct pronunciation, stress, pitch, normal speed, phrase formation and word order.

It was pointed out that many teachers who use pattern drills have the misconception that drills are primarily designed to teach the students *grammar* and that through the "over dosage" of pattern drills the students then learn to communicate. Some critics call this practice "pitter patter." Additional examples to reinforce the fact that pattern practice provides the elements of language usage that enables us to make automatic responses habitually like the native speaker and not by choice. The success or failure of pattern drill depends upon the teacher. He should be very careful not to give the students pattern-drill fatigue.

The text discussed this period was the Holt, Rinehart and Winston series by LaGrone, McHenry and O'Connor, with emphasis placed on the first book: *Entender y hablar*. In presenting the features of this book the philosophy and contents of the series were referred to in the Teacher's Guide.

On Wednesday some of the problems of the traveling foreign language specialist were explained. A FLES program should be initiated at whatever grade level that would ensure continuity from the elementary grades into the junior high school and through the high school. This FLES program should then become a part of the curriculum and not part of an extra activity. The organization and the total set-up of a FLES program was outlined. Such topics as the amount of finance necessary to supply the teacher with the equipment to teach was discussed. A few of the problems of articulation in grades 6-7 and 9-10 were also taken up.

It was stressed that success in the classroom depends largely on the teacher; audio-lingual visual aids do not work well in the lower grades. Some of the points that help to develop a friendly relationship with the classroom teachers are:

1. The FL specialist should have frequent conferences with the classroom teachers.
2. The classroom teacher should be given the option of either staying in the room or leaving during the foreign language sessions.
3. All responsibilities of the FL program should be assumed by the FLES teacher.
4. The FLES teacher should arrive and leave the classroom at the time designated in the time schedule prepared.
5. If the FLES teacher has a change in his schedule, sufficient notice should be given whenever possible.

The textbook discussed for the day was Español Moderno I, Brady and Oberhelman, Charles E. Merrill Books, Inc. Lessons from the text were typed and passed to the participants so that they could follow the analysis of the book, note the points emphasized, and participate in the discussion.

The opening topic for the Thursday session was the Auding test, a means to ascertain the student's ability to listen, to comprehend, and to discriminate sounds. In most cases it is easy for the student to imitate the spoken model, but if he cannot hear the minimal change between two words or phrases, he cannot make an accurate imitation. The problem in some cases is that the child is actually hearing a different sound from the one which the teacher is making; therefore, the teacher must find out exactly what the problem is.

During the time the unit is being studied the teacher will present the same material over and over until the students are able to reproduce the model almost perfectly. One cannot say that the child does not have the ability to speak the second language, because basically his problem is not in the speech mechanism, but in the reception apparatus. His defect can be traced with the Auding test and corrected with drills.

El español al día, I and II, by Turk and Allen, D.C. Heath, was the text selected for discussion. Copies of the text were made available so that the participants could easily refer to the sections of the book being analyzed. The authors of the books were present; thus, the participants were able to ask questions and get their opinions on various questions concerning the preparation of the material.

On Monday of the third week FLES texts were discussed. The principal books used were Mi libro de español and Adelante, by Brady, published by Charles E. Merrill Books, Inc. One feature of the books is that they provide for a smooth transition from a FLES program into junior high school. Pupils who have had experience with the first two books of the series go into the more advanced ones, which are Español Moderno, Level I and II, by Brady and Oberhelman. No English is used in any of these texts. Attention was called to the art work. No stereotypes were used. The instructor gave several demonstrations of how he would teach a typical lesson.

The uses of games and songs in the classroom and their purpose were discussed. Games and songs from the target language should be taught, but they definitely should not replace the natural dialogue or pattern drills.

On Tuesday the Third Progression (reading) was the main topic. Reading in the new language is not an experience filled with fun, but, like the dialogue, it can be made an interesting and useful experience. In conjunction with the dialogue and other related material, a reading lesson must have basic values and definite goals for teaching specific skills of the progression and not be "busy work." Following the same philosophy of speaking the language, students should read the material at normal speed whether it be silent reading or reading aloud..

Since few syllabi and institutes take time to discuss silent reading, a great deal of time was taken for this important type of reading. Too often this phase of language learning is begun too late. When the students are ready for silent reading, the teacher should encourage them to begin. As in any other phase of reading, the students must be ready to meet the challenge. In silent reading the pupil recognizes many passive vocabulary words that are not widely used. The teacher encourages the pupils not to be so concerned with each individual word, but with the main points in the selection. This "art"of learning to read for understanding should begin early.

Even though the approaches used for teaching the reading progression will naturally vary among teachers, a constant and sincere effort should be made to be extremely careful and particular with whatever materials are given to the students, that the reading, texts, and so forth, must be representative of the area where the language is spoken, its people and their way of life, their culture and their literature, above all, avoiding the presentation of material that focuses on the picturesque or the exotic.

On Wednesday writing (Fourth Progression) was discussed. Learning to write in the foreign language is the most difficult of the four skills to acquire and generally the most difficult to teach. The approach is generally begun by copying the simplest phrase that students have learned to read and then by working up gradually to the later stages of writing (original expression). Many educators feel that the mere copying of a phrase is not sufficient challenge to a student's mind and that very little learning, if any, takes place in the process. In contrast to this philosophy, close observation and experience by other educators have proved that a great deal of concentration is required to copy a simple sentence. For students not experienced in writing in the foreign language, the amount and type of written work presented should be carefully introduced to avoid bad habit formations.

The "New Key" adherents have generally agreed that the basic goal in teaching students to write is for the purpose of developing an ability for self-expression (free composition), and eventually to write without thinking in English. First, however, the students should put down in writing only what they speak and hear spoken.

Thursday was used for the evaluation of tapes and records that have been prepared for commercial use. Tapes and records were played and the participants commented on the quality and material content. To help evaluate the recordings, the following was used as a guide:

1. Dialogue narrations and special remedial exercises help to teach:
    a. Pronunciation
    b. Intonation
    c. Rhythm
    d. Stress
    e. Fluency
    f. Linking, juncture, hiatus, etc.

2. Pattern drills help to teach:
    a. Mutations
    b. Word order
    c. Use of conjunctions, prepositions, articles, pronouns, etc.

It was the consensus of the group that much needs to be done in the preparation of material, since much of the material examined was very poor in quality.

FLES AND SECONDARY SCHOOL PROBLEMS
Section B, French, Sister Georgiana

In the French section the practical side of the FLES movement as it was reflected in the instructor's experience was discussed, since this was somewhat different from the normal one met in a single classroom of a given school. The children were from several schools, some even of pre-school age (a range of five to ten years). The classes were begun in response to a request from a few individuals, and there were thirty before classes started.

One hour was devoted weekly to each of two groups, and the method was completely audio-lingual-visual. Picture books (the Bonjour series, published by Allyn and Bacon), Nos. I and II, were employed. Group One learned to identify all the pictures with the French word, while Group Two learned to use short phrases and even whole sentences in describing the pictures. Almost no English was used throughout the year. Recourse was had to pantomime when necessary for full comprehension. Songs and games were learned by heart. At no time was the printed or written word seen. A natural atmosphere was created whenever possible for the concept studied; for example, a tea party when learning about dishes, silverware and food; a play-store for action words of buying and selling; a play-school for learning numbers; a doll house for the home vocabulary, and a miniature style show for learning the different articles of clothing.

The second year twenty-seven of these children returned, plus an additional forty-three, creating the problem of placement since their ages ranged from three to eleven. Fourteen new pupils were added to the middle group, and ten to Group Three. Much was accomplished this year--simple vocabulary for the baby class with six songs and one game; grammar in action for the middle group who learned by pattern drills the reflexive constructions for getting up, going to bed, washing, dressing, etc. They also learned simple arithmetic, what is done on the different days of the week, expressions of weather, time of day, and the like. They learned songs, some in two-part and with appropriate gestures. The third group gave perhaps the greatest satisfaction of all, because here the transition from speaking to reading and writing was made in a very easy, natural way. It was done by means of "sight-words," words printed on flash cards and placed alongside the picture or object which the word signified and whose pronunciation had been learned previously. With a few connecting words (verbs and prepositions), sentences could then be constructed and read orally. Much copying was done, and unprepared dictation given. In this way, the whole of Book III, _Je sais lire_, was completed. Tapes and filmstrips were used as supplementary material in this class. This experience shows that Saturday or after-school classes can be formed and will be popular, for the public is ready for language study at all levels.

As methods and materials at the elementary level were the main topics of consideration on the first day, the theory behind all this was the chief topic of the second day. The general plan was laid out: the elementary level for the first two days of this week, junior high for the next two, and a joint session for articulation the last day; during the second week the first two days to be devoted to the senior high school level, followed by articulation up to that level.

Some of the points of the discussion in this period centered around a lecture given that morning, thus providing good correlation. This was the use of the dialogue and the need for authentic cultural material even at an early age, the reason for singing songs, and so forth. Some new materials were shown (the filmstrip and tape course of Elementary French, published by the Jim Handy Organization) and a comparison was drawn between it and the materials shown on the first day. Finally, to complete this portion of the Seminar, the relative merits and weaknesses of each system and each book or film were examined in view of an evaluation of French texts and materials.

Continuing the plan of study on the ascending scale, on the third day all available textbooks and supplementary readers of the Junior High level were examined. The following books received attention:

Voix et Images de France
A-LM Materials, Level One
Harris and Cassidy: *Nouvelles Conversations*; *Conversations d'aujourd'hui*
Mauger and Gougenheim: *Cours de langue et de civilisation*, Vol I.
O'Brien and Lafrance: *First Year French*, Rev. Ed.
Evans and Baldwin: *Learning French the Modern Way, I*
Gloria and David, Encyclopaedia Britannica, Inc. (suggested by the participants)

Supplementary reading texts for this level were distributed and considered. The following points were brought out:

1. How to decide on the level of such a text unless we know that the child has or has not had previous FLES training?
2. How to decide on the subject matter? Shall we tolerate "simplified" versions of standard texts? Shall we impose on this new generation topics that interested us but may not interest them? Shall we include stories about the facts of life of a nature that a French child of this age would certainly read?
3. Shall we place alongside Michelet such an author as Malot (*Sans Famille*)? Shall we include *Colomba*, alien to the French "milieu?"
4. What other books shall we include?

Concerning the bibliography, the Bond graded series and works of Jules Verne were highly approved, while a few titles were deleted by general agreement, such as the two mentioned above (3.), and the Albums Casterman. St. Exupéry's *Petit Prince* received much comment and was included in the list, as well as Daudet's *Lettres de mon moulin.*

The Audio-Visual materials included were:

Discs:
Le Petit Chose; *Tartarin de Tarascon*; *La Chèvre de M. Seguin*--Daudet
La Petit Prince--St. Exupéry
Circling the Globe with Speech (Simplified)
Various discs on grammar and dictation
Guided Tours (France, Versailles, the Louvre) "Panorama,"--Columbia Records
Tapes:
La Vie Française series; *Fables de la Fontaine*--EMC Recording Company
Filmstrips:
Les Fabliaux (*Le Cuvier*)
La France (studies of the monuments)
Voici la maison (to teach, as in a pattern drill, the "Passé compose")
Songs on records and tapes (appealing to this age)
Games (on synonyms, homonyms, antonyms)--from Wible Language Institute

An examination of junior high texts and materials was also made. Working from the bibliography, an ideal reading list for this age was discussed. In conjunction with Lado's observation that *learning to read* must precede *reading to learn*, a list of appropriate subject matter was drawn up according to Lado's principles of selection. Provision for two groups were made: those who have had previous study of the language and those who are just acquiring it at this level.

Audio-visual materials suitable for these grades were heard and viewed, and the criticism for each was opened up to the class.

The second week the following "New Key" texts at the secondary level were examined briefly: Ecouter et Parler, A-LM, Voix et Images. The greater portion of the time was spent examining in detail some twenty readers suitable at this level The books were examined "sur place," and commented on by members of the group. These readers were classified as to class reading or outside reading, and for intensive or extensive reading. A sample lesson for intensive reading was mapped out.

Some hints on methodology in general and advice for the "first day" in particular were listed on the board and copied, as an aid to young teachers whom we may have to train.

The next day a detailed examination of the "New Key" texts was made. One entire hour was devoted to Ecouter et Parler, Levels One and Two. One Unit (13) of Level One was discussed in totality, with text, flashcards, tape, etc., in order to ascertain how the five stages of learning, i.e., recognition, imitation, repetition, variation and selection, are applied in the material: basic dialogue sentences, questions and answers, pattern practice, topic reports, and review.

The various areas were also examined, together with the suggested procedure. A review (from the Modern Language Journal) of the Level Two was read and commented on, then the books (student's and teacher's) for Level Two were examined by each member of the class.

The unanimous group opinion of this text was a very favorable one. One member only thought that the tapes were a little too rapid.

An examination and evaluation of chief "New Key" texts was continued. Comparisons and contrasts were drawn between the Audio-lingual approach of A-LM and the Audio-visual approach of Voix et Images.

The features best liked about the A-LM were: 1.) sufficient attention to grammatical structure; 2.) abundant cultural material worked gradually into the readings; and 3.) interesting and stimulating readings. The features disliked in the A-LM course were: 1.) over-use of drills; and 2.) the impression that these are really an end in themselves, rather than a means. It seems that they are so detached and independent that they would not help in communication, but rather in manipulation only.

Of the Voix et Images, discussion was centered on the four interrelated steps: Presentation, Explication, Repetition and Transformation. The participants did not like the filmstrips for the secondary level. They seem too immature and a bit on the ridiculous side. The voices on the tape, however, are good. All preferred the elementary section of this series, e.g., Bonjour, Line. Here the pictures are pleasing, sensible, and direct. The tapes of this elementary series are very good.

Having completed the examination of these materials, some of the audio-lingual-visual aids that may be used as supplementary materials were reviewed. These included:

Discs: Circling the Globe with Speech, Vols. I and II. These were found to be of great value, because they represent various regions of France where accent and intonation change slightly, and because the subject matter of these "extretiens" may be correlated with courses in history and literature, etc., and become a true cultural experience.

Slides: Slides from the Lambert Foundation, Gambier, Ohio, were shown (Paris and the provinces), and these also were acclaimed to have high cultural value and to be capable of many types of correlation with the other arts.

Filmstrips: of the Renaissance and other periods of history, literature and art; and of Hugo, Molière and other masters of literature, were given a quick glance so as to ascertain their relative values. These were produced by Gessler Publishing Company, Hastings on Hudson, New York.

After this, there were further additions to the bibliography, especially of books on poetry, because the participants felt strongly that a taste for poetry should be cultivated among young students and that it must be done gradually and effectively by choosing proper texts which teach critical analysis and aesthetic appreciation.

In conclusion, all were invited to contribute to the growing bibliography (with the special goal of articulation from FLES through high school) by sending to the instructor their appraisal of texts and materials they could recommend. These will be sent by the end of September and then will be assembled and sent to Miss Brady before the end of October.

At the joint sessions on both Fridays, the work done in the respective sections during the week was reviewed. There was further discussion of supplementary materials, including the film (short and full-length) as a teaching device, and these were added to the bibliographies which each section had been working out during the Seminar.

Miss Edith Allen, Consultant for Indianapolis schools, was present and entered into the discussions that followed. She emphasized the need for articulation, especially on the "problem spot" of the junior high level. She also spoke of various techniques which we might pass on to prospective young teachers.

At the last meeting of this phase of the Seminar, Mr. Núñez gave a report of the work of his section during the previous week, and Sister Georgiana followed with a summary of the work of the French group.

The discussion was opened by Mr. Núñez with a few leading questions:

1. What is the ultimate aim of a language teacher?
2. What are the goals of the "New Key" teacher?
3. If the "New Key" does not produce adequate results, might it not be the fault of the method used, the inexperience or lack of enthusiasm of the teacher?
4. What are the drawbacks of having a "New Key" program blended with some elements of the traditional approach?

The Seminar discussion was further stimulated when Sister Georgiana posed the question: if a teacher is not permitted to purchase a "New Key" text for the class, might he not adapt the "traditional" one and perhaps be even more successful because, having prepared the pattern drills himself, he would use them with more conviction and more understanding?

THE VISITING LECTURERS

MISS EDITH ALLEN, Instruction Center, Indianapolis Public Schools, presented the point of view of the high school teacher: 1.) the foreign language, not English, should be used in college classes (far too frequently the bright college freshman is disappointed and discontinues his FL study in college because English is the language of the class); 2.) the need for a basic understanding of structure is great, both at the high school and the college levels; 3.) young teachers coming into a system for the first time should feel a strong sense of responsibility to the profession and should recognize the pressures from above; 4.) the teacher should go beyond the textbook; and 5.) he should make full use of the language laboratory and should, whenever possible, encourage and take part in team teaching.

The College Methods professor should prepare his teachers-to-be for the problems that they will have to face when they begin to teach.

DR. ROBERT G. MEAD, JR., gave two addresses: one to the Spanish group in Spanish, on the importance of including the teaching of culture in classes at all levels, of the need for trained teachers who can properly present, in Spanish, contrasts in attitudes between North and South Americans. He lamented the disinclination of many North Americans to understand other peoples. The properly trained Spanish teacher can help to change these attitudes. It is regrettable that some teachers (and professors) have prejudices--it is so easy to believe the superficial and so hard to probe into the real.

Several fine contributions to the improvement of teaching were commented on: the excellent publications of the Fondo de Cultura Económica in Mexico; the generous Rockefeller grant to encourage the translation of Latin American works; the publication of Modern Spanish which, in spite of its shortcomings, gave a new orientation to the writing of texts in the A-L method; the continued efforts of the MLA-FLP (Foreign Language Program) to keep the public informed of the state of FL research across the nation.

Dr. Mead spoke of the Exchange Programs for teachers and students and made a strong plea to young teachers to work hard in international research. It would be wise for North American colleges to improve their courses in Latin American studies. New horizons are not being opened fast enough. The world is changing rapidly, and we should look forward, not backward.

At 7:00 p.m. Dr. Mead gave an informal "charla" to the entire Seminar on Mexican literature today. He traced the historical and literary development of Mexico from the pre-Cortesian era to the present. The Anglo-American references to Mexico seems always to be "The Land of Contrasts," even though 37,000,000 North Americans cross the border every year. He defined two terms: malinchismo, "traitor" and indigenismo, "love of land"--terms used frequently after the Social Revolution of 1910. Mexican literature at mid-century is perhaps one of the best in the world today. Authors are concerned with several issues: the end results of the Social Revolution of 1910, latifundismo, foreign exploiters, the Indian and his integration into society, political bossism (anti-clericalism is greatly reduced), "yanquismo" (which changes with the times), urbanization (the move to the city is greater in Latin America than anywhere in the world), probing of national psyche (Mexico has had to deal with foreign invasions throughout her history).

Some outstanding authors are: A. Yáñez, Carlos Fuentes, Luis Spota, Rosario Castellanos, Juan Rulfo and Juan Arreola (novelists); Octavio Paz (poet); Leopoldo Zea (sociologist); R. Usigli and Gorostiza (dramatists); and Ramos (philosopher).

Dr. Mead concluded his "charla" on a note of high optimism: Mexico is one of the most progressive of all nations today and there are prospects for better inter-American relations.

DR. ELTON HOCKING's lecture on June 30 dealt with the state of our profession today. The signs are good: better A-V materials are being produced; better labs are being installed and their use is now an accepted thing in secondary schools and colleges; methodology is becoming more "respectable" (Ph.D. programs for scholar-teachers are increasing); the Advanced Placement program is becoming increasingly more popular; a "courtship" is now in evidence between "Old Key" followers and "New Key" enthusiasts. With proper evaluation of both approaches, a "balanced diet," not a compromise, will come. The new-approach-to-come will put everything into its proper place: humanities as a broad basis for FL studies, linguistic analysis, cultural analysis, applied linguistics. There will certainly be more individualized study (especially when better prepared freshmen enter the universities).

Dr. Hocking concluded his lecture with a plea for all to become active members of their AAT's and the NEA Department of FLs. We are now at the crossroads and the only way out is a NEW WAY.

In the discussion that followed, the role of the laboratory was emphasized as an important part of teaching not only at the beginning level but all through the FL learning. Major points of the lectures and discussions that had been a part of both 9:00 o'clock classes and the 10:30 Methods class were referred to Dr. Hocking for critique. It was agreed that during the first year of FL study, a student should spend as much time in the lab as he does in class, that intermediate classes still need drills and a great deal of listening to longer recordings, and that advanced classes should listen to recordings of literary masterpieces, news commentaries, and so forth.

DRA. DOLORES MARTÍ DE CID gave two lectures on July 7. one in Spanish at 3:30 on "Las literaturas precolombinas" and one at 7:00 in English on "What is Culture?"

Research in the various fields of literature-culture of the pre-Colombian era is very active. The three great epochs are: toltec-aztec, maya-quiché, and inca-quechua. Several types of early literature were discussed. (Note: Dra. Cid and her husband have a book in press with Aguilar, Madrid, on this very important subject.) References to and critiques of the following books were made in her "charla:" *El Popul Vuh* (the "Bible" of the Mayas), *Los libros de Chilam Bilam* (history), *Rabinal Achí* (drama), *Atahualpa* (historical drama), *Ollantá* (historical drama). Readings from some of the lyric verses (usually accompanied by dancing and singing or choral responses) and some of the humorous poems and moral proverbs were read in Spanish translation.

The indigenous population of America made other contributions: the comprehension of the *zero*, which was taken to Europe by the Hindus, political organization, ceramics, the exact Aztec calendar, flora and fauna, and linguistics (many words used in English, Spanish, Portuguese, such as "chocolate," "tomato," "canoe," and many, many others).

In the evening lecture on "What is Culture?: How to Study It" Dra. Cid distinquished between the "high" culture, creations of man, and the "low" culture, the day-by-day behavior of man. Both should be studied and analyzed for similarities to our culture and for differences. She emphasized that what is different is not inferior. To understand a culture one must have an imagination to understand what is different.

Culture goes beyond the humanities, yet includes them. It includes many disciplines: psychology, anthropology, art history, and so forth. It is the sum of all the products of society. It is a process--something alive that changes constantly.

DR. PIERRE LÉON, visiting lecturer in the Seminar for College Teachers of Foreign Languages in session at Indiana University, spoke in French on "Problems of Corrective Phonetics," on Friday, July 10.

Dr. Léon made reference to those phoneticians who insist upon complicated details in the physical production of sounds and excessive precision in measurements and in facial gesticulations. A purely articulatory and acoustic presentation of French phonetics was not recommended.

Pointing out the futility of an "atomic" breakdown of isolated sounds in the language, Dr. Léon proposed instead a changed perspective, placing primary stress on those allophonic variations which involve possible misinterpretation of sounds and consequent errors in comprehension. In brief, teachers were urged to relate phonetic correction to phonemic significance.

Following a simple outline, Dr. Léon discussed correction of habits in points of articulation, syllabication, rhythm, and intonation.

PART III

THE RECOMMENDATIONS

At mid-term several committees, self-appointed, began deliberations to formulate a set of recommendations for future Seminars and suggestions for the organization of college classes, with special emphasis on teacher training. The committees were:

A. Instructional
    1. Teaching techniques
    2. Linguistics
    3. Applied Literature-Culture
    4. Materials (A-V, Laboratory, etc.)
    5. Testing and Programming
    6. Problems of Articulation: FLES, junior high school, senior high school, advanced placement, college

B. Organizational
    1. College classes
    2. Secondary school and FLES classes
    3. Future Seminars for teacher training
    4. Teaching techniques

Instructional

1. Teaching Techniques

a. Strongly endorsed is the teaching of FLs in the four progressions: listening, speaking, reading and writing. A fifth progression, the introduction of the culture of the people whose language is being taught, should be consistently integrated with the first four progressions.

b. The target language should be employed in the teaching of the foreign language; the mother tongue must be excluded or reduced to a minimum.

c. It is believed that short dialogues of simple structure and natural spoken language should be used and that they should acquaint the student with the cultural aspects of the people whose language he is studying. Furthermore, these dialogues should contain the language patterns to be taught in the lesson. Complete or almost complete memorization is suggested.

d. It is strongly urged that well-structured pattern drills be used, because through them the student establishes habit formation and thereby more quickly and completely masters the language. (There are many types of pattern exercises, and the nomenclature varies, but the following can be considered basic: simple repetition, single item substitution, variable, double, or triple substitution, multiple or combination, transformation, controlled conversation, addition or building-up, free selection, and contrastive.)

e. Reading should at first be confined to material already understood and spoken. Rearrangement of the same material may be read aloud for practice, and choral reading is especially recommended. The subject matter and the language must always be at the level of maturity of the student. Cultural readings are excellent because of their adaptability to various levels. The student should progress quickly from learning to read aloud, to reading for information, to extensive reading, to concentrated readings with vocabulary overload, and to rapid reading. Under no circumstances should difficult literary selections be used for reading material before the student is proficient enough in the language to understand the work without rewriting or simplifying it.

f. The teaching of writing in a FL should progress from the mere copying of sentences, in which all elements are known and have been heard and repeated previously, to controlled composition where a limited amount of freedom of expression is allowed, and should eventually lead to free composition and self-expression in which the student is not restricted as to style and manner of expression.

g. Versatile use of the language laboratory should be recognized as a valuable adjunct to the learning of a FL. However, it must be emphasized that the laboratory materials should be completely integrated with the classroom materials. The teacher should be familiar with effective laboratory materials, techniques, and means to evaluate results, and these data and criteria are recommended for inclusion in methods courses. Later in the study more difficult selections, preferably with the author's voice, should be listened to. (See the Library of Congress tape library.)

h. The proper selection and presentation of visual aids (blackboards, films, slides, pictures, charts, maps, television, etc.) is urged, but the necessary brevity of this report does not permit more specific recommendations.

i. The FL instruction should be based upon a linguistic analysis of the language.

j. Good pronunciation of the FL depends on imitation of the model or teacher and insistence on an increasingly accurate pronunciation by the student.

k. Word for word translation is not an effective teaching technique and should be avoided and discouraged.

l. Tests should test the skill being emphasized. For example, comprehension in the elementary course should be tested orally. Among the tests which may be successfully used in this area are the true-false, multiple choice, and choice response. Other types of tests should be employed at other levels, such as the "citation" and expansion tests for a reading course.

Conclusion. The foregoing recommendations have been based on material presented during the 1964 DePauw Seminar, a study made of authorities in the field, and the consensus of the Seminar participants. The recommendations are by no means final or all-inclusive, but they are considered basic to the subject of foreign language teaching techniques.

2. Linguistics

Linguistics, an important aspect of language study, should form a part of every foreign language teacher's preparation.

The members of this committee feel that some courses in linguistics should be required of all college majors and all participants of future FL Seminars and Institutes. These courses would include the fields of phonology, phonemics, morphology, syntax, and semantics. All should be presented synchronically and some, diachronically. The application of these studies to the formation of pattern practices, dialogue construction, programming materials, and pronunciation exercises should be examined within groups divided as to the various target languages. A comparison of the sound systems and the structures of the target language and the base language should be studied, especially where interference in learning the new language is usually encountered. (The aspects of cultural conflicts, as treated in Robert Lado's Linguistics Across Cultures, must not be neglected.)

The knowledge of linguistics or applied linguistics does not imply that the FL teacher need teach these subjects to the students (except in teacher-training courses); rather it is to be hoped that a broader, deeper understanding of linguistics and linguistic principles and methods of analyses will result in a more effective teaching of the foreign languages. College students in beginning classes should be shown how languages "work." It is important to include in each class something of linguistic analysis, applied linguistics, and contrastive structure, even though these need not be called by their proper names. Here, application is more important than theory.

3. Applied Literature-Culture

The first statement to be recorded is that language, literature, and culture are inseparable.

One of the projects under this title was the consideration of appropriate materials for a survey course for college majors of Spanish which would deal with both peninsular and Spanish American literature and other aspects of culture. The discussions led to a compilation of culture-civilization developments and titles of literary works which might be used for such presentations. Although the list is neither complete nor critically edited, it was thought that it might be useful to teachers. Since it obviously contains much more material than would ordinarily be covered in one or two classes, those titles or sections which the committee considered best known and most widely read are so indicated.

A double asterisk indicates important works that should be read by all; one asterisk indicates works that should be read if time allows. Other works are listed without an asterisk, but accelerated classes, honor students, and graduate students should read them all.

It was thought by the Spanish participants that a third-year college class for two semesters might be organized: 3+3, 4+4, or even 5+5. It was strongly felt that neither Spain nor Spanish America should be deemphasized in this scheme; neither should "culture-civilization" or language be minimized. Hence, the arrangement set forth in Appendix E.

4. Audio-Visual Aids and Materials

Although the good teacher is unquestionably the inspiration in an optimal learning situation, his effectiveness may be increased through the efficient use of well-chosen audio-visual aids. It is therefore recommended that the criteria for the selection and use or operation of appropriate equipment and materials be part of the teacher-training program. In such a program, the following items sould be considered:

a. The effectiveness of the language laboratory as an adjunct to the teacher, both in beginning and advanced courses.
    1) Types of language laboratory equipment available and its applicability to different aspects of language learning.
    2) The cost of purchasing and maintaining equipment.

- 3) Criteria for careful selection and/or preparation of materials to be used in the language laboratory and their costs.
    - a) How to identify good material and to discourage the use of materials of little or no teaching value.
    - b) It is urged that the language used in recorded materials adhere as closely as possible to the natural rhythm, speed and intonation of an educated native speaker.
- 4) Preparation and selection of materials for testing aural/oral skills in the laboratory.
- 5) The training of personnel to operate and supervise the laboratory.
- 6) The establishment of a language laboratory library should be considered, including such items as recorded graded literary materials, sporting events, newscasts, political speeches, etc., as well as programmed materials in other languages for individual study, and selections from literary masterpieces.

b. The effectiveness of audio-visual equipment in the classroom.
- 1) The selection, acquisition and use of audio-visual equipment for classroom use, such as: tape recorders, record players, the various projectors (overhead, slide, filmstrip, movie, opaque), and television.
- 2) The selection and applicability of audio-visual materials in the classroom.
- 3) The use and sources of other visual aids in the classroom, such as chalkboards, maps, still pictures, paintings, flannel boards, posters and realia.

5. Testing and Programming

a. Recommendations for Future Seminars and College Courses in Teacher Preparation
- 1) Provisions should be made for lectures dealing with the evaluation of standardized foreign language aptitude and proficiency tests.
- 2) A certain number of sessions could profitably be devoted to training participants and students in the preparation and evaluation of teacher-made tests.
- 3) Several sessions should be devoted to the evaluation of programmed materials.
- 4) Because the FLES program is and should be largely devoted to the development of aural-oral skills in foreign language, and because there are almost no standardized tests of sufficient validity in testing such skills, the teacher, of necessity, must prepare his own tests. The preparation of a FLES aural-oral test would be a valuable project in a future seminar.

b. Recommendations for Foreign Language Testing
- 1) Aptitude Testing
    - a) Because there seem to be no standardized aptitude tests of sufficient validity available for FLES programs, teachers are urged to experiment with ability grouping whenever possible.
    - b) It is recommended that aptitude tests for diagnostic purposes be used on both the secondary and college level.
- 2) Proficiency Testing
    - a) To improve foreign language teaching and to assist the teacher in evaluating his own classroom performance, it is recommended that national standardized proficiency tests of

comprehension, speaking, reading and writing be administered at the end of two years of secondary school foreign language study and at the end of the language requirement at the college level.

6. Articulation

The problems of articulation from one level to the next one in language programs: elementary school, junior high school, senior high school, and college, are obviously many and are often severe. The individual differences in the amount and type of preparation received by different pupils, even if one type of approach were being used by all teachers, would inevitably produce some confusion when students are gathered together in new groups. At the present time this problem is greatly magnified by the fact that teachers are using such a wide variety of approaches to the study of the foreign language. Some teachers aim almost exclusively for oral fluency, others for the development of skills in listening, speaking, reading, writing, but disagree widely in the emphasis to be placed on each level of progress and on the point where the pupil may most beneficially be introduced to new experiences in his language study.

The Need for Clearly Expressed Goals. There is, then, a great need for a generally accepted set of goals which the elementary teachers would be expected to attain and from which the next level of instruction would start. Such a system would go far toward eliminating the present-day wide-spread inefficient and discouraging practice of starting language students entering junior high school at the very beginning irrespective of the amount of the language they already know. To this loss of both progress and morale must be added the bad morale effect on those students who are starting the language for the first time and find themselves in competition with students who have already had one or several years of instruction in the language. Repetition of material already learned should be carefully and systematically avoided at all points of articulation as the pupil progresses through the educational system. It is strongly recommended that the new language always be approached through the spoken word and that classes be taught in the target language at all levels of instruction.

Adequate Testing. If agreed-upon goals are to be attained and used as the basis for further progress, there must necessarily be a standardized, proven set of tests available to FLES teachers for their own use in checking the attainment of their pupils during the instructional period and at its end. Another similar set of placement tests could well be used by the junior high school teacher in classifying the students received from the elementary schools. If such placement tests are sufficiently discriminating, the especially advanced or poorly prepared students will be quickly identified for placement in special sections--if available--or for special attention via outside reading, advanced conversation drill, or remedial training. Adequate tests should be made available and regularly used for placement in high school and college classes. These tests should cover not only reading and writing ability, but also listening comprehension, and whenever possible, speaking fluency.

Continuity. An immensely important factor in the learning of a foreign language is continuous exposure of the student to the new language. Just as very frequent repetition of the spoken language is a major part of successful learning in the early stages; the prevention of learning gaps is a most necessary part of any good language program. It is far better for a student to study a language during four consecutive years than to break the study into non-continuous segments. Yet this is exactly what often happens to students who study a foreign language as freshmen and sophomores in high school, omit languages from the next two years, and then attempt--often disastrously--to continue the study of the language in a second year college class. It should be emphasized and especially impressed on high school student advisors that they should encourage their advisees who may continue the study of a foreign language in college to continue their high school foreign language study throughout their junior and senior years and thus avoid an injurious lapse.

All of the foregoing argument is, of course, equally applicable to lapses in the language study sequence between junior and senior high school, but it seems, fortunately, that continuation between those two segments is more generally the rule. It is strongly recommended that when new programs are started at the elementary school level that plans be made at the same time to follow with appropriate classes and materials through the junior high and high school years without interruption.

Advanced Placement. There is an increasing number of forward-looking high schools in various parts of the United States which are attempting to encourage and reward especially talented students by facilitating their academic progress through enrollment in special, much advanced classes whose difficulty, goals, and achievements correspond closely to college and university standards. These classes are frequently referred to as "the fifth year classes." Students coming from these classes will be ready for advanced college or university instruction. Therefore, it behooves the institutions of higher learning to inform themselves concerning such classes and to be prepared to facilitate the articulation of such programs with the appropriate classes in their own institutions. It should be recognized that these students will probably have come up through systems in which oral language is stressed and in which "translation" will have been used sparingly, if at all. Their first contact with college competition should be, then, in classes where the spoken language will be used since immediate entrance into advanced traditional "grammar-translation" courses does, unfortunately, entail articulation problems.

Coordinators. It will be seen from the foregoing that the problem of articulation for the constantly expanding foreign language programs must be under the supervision of coordinators, certainly at district and community levels, and most probably at state levels as well. The problems will become increasingly acute as the years pass; therefore, state and local authorities, and especially administrators, should deal with it on a reasonably urgent basis.

Specific Recommendations. It is recommended that:

1) Careful and systematic attention be given to problems of articulation at every level of language instruction.
2) Goals for language skills to be attained be clearly expressed for each level.
3) A program of adequate testing be carried out to assure teachers and pupils that these goals are being attained.
4) Programs be set up so that pupils will have available a continuous program of instruction from the elementary school through the university.
5) The colleges give very careful consideration to the necessity of providing a challenging program for college freshmen who enter with advanded placement.
6) Coordinators be employed at local and state levels to facilitate articulation.

Organizational

1. College Classes

The following recommendations for the preparation in college for future foreign language teachers were adopted by the Seminar:

a. Physical set-up
  1) Laboratory work throughout the minimum FL requirement is highly recommended. The ideal laboratory period should last no more than thirty minutes. The work performed in the laboratory should be tested regularly.
  2) Each laboratory should have a supervisor whose duties are to to direct and supervise the laboratory work (making tapes, monitoring, assisting students, etc.) under the supervision of the faculty members concerned.
  3) The laboratory, the classrooms and the faculty-conference offices should be close to one another, if possible.
  4) All classes should be limited to a maximum of twenty students, in no case should there be more than twenty-five; the conversation classes proper should have no more than ten.

b. FL majors
  1) Students should have a minimum of thirty hours or equivalent in the major field, above and beyond the first, or introductory, course.
  2) If the first college course is an elementary one, the text chosen should emphasize the aural-oral approach.
  3) Cultural material (including literature) should be an integral part of the FL training.
  4) The major should include: (See A. above and Appendix E)
    a) A survey of the literature and other aspects of the culture (both "High" and "Low," _i.e_., the anthropological approach).
    b) An introduction to the major literary periods, after the completion of the "Survey" course.
    c) A series of conversation and composition courses.
    d) A course in linguistics.
    e) A course in the civilization of the nations where the FL is spoken, in addition to 1, above.
    f) A course in the history of the language is recommended.

c. Methodology
  1) Prospective teachers should have a methods course which _should precede the practice teaching_.
  2) Methods courses should be taught by language teachers highly trained in this area.
  3) Wherever feasible, the methods course should be taught for a specific FL. (Team teaching would be very helpful in small institutions.)
  4) A FL faculty member should be part of the supervising team in practice teaching.
  5) Teacher candidates should have experience in language laboratory supervision.
  6) The prospective FL teacher should be inculcated with the highest professional ethics.
  7) More cooperation among the states in establishing uniform certification criteria is highly desirable.
  8) More effort should be exerted to recruit intelligent FL majors from elementary classes.

2. Secondary and FLES Classes
(See A. 6, p. 37)

An overview of the problems in the organization of foreign language instruction from FLES through secondary school prompts the following recommendations for future seminars:

a. That methods courses be a part of the seminar curriculum. These classes should include demonstration classes, followed by discussions of methods and techniques with emphasis on the latest trends in audio-lingual teaching in the elementary and secondary schools across the nation.
   1) If possible, there should be both beginning and continuing demonstration classes of elementary, junior high and senior high school students to allow a broader view of the sequence of language learning in elementary and secondary schools.
   2) Participants should be offered an opportunity to practice teach.

b. That participants establish criteria for evaluating FLES and secondary books, materials, etc., and examine and evaluate materials now on the market.
   1) The material should follow the Four Progressions of language learning (listening, speaking, reading, writing). Also, an attempt should be made to introduce pupils to proper culture-literature attitudes.
   2) Publishers of FLES and secondary materials, audio-visual materials and manufacturers of language laboratory equipment should be invited to display their materials during one week of the Seminar.
   3) Participants should learn to develop FLES and secondary materials, _i.e._, dialogues, pattern drills, etc., after examining and evaluating commercial materials.

c. That participants establish criteria for evaluating visual aids, for examining and evaluating commercial materials and for developing some visual aids.

d. That participants establish criteria for selecting audio-visual materials and equipment and have experience in preparing tapes.

e. That participants establish criteria for testing FLES and secondary school foreign language, examine and evaluate present standardized tests and have experience in constructing various types of tests.

f. That participants prepare a guide for student teachers in FLES and secondary school foreign language. This guide should include:
   1) Steps for the student teacher to follow.
   2) Suggestions for the cooperating teacher.
   3) Self-evaluation forms for the student teacher.
   4) An evaluation form for the cooperating teacher, including:
      a) Foreign language proficiency
      b) Teaching techniques
      c) General areas relating to foreign language teaching

g. That a study be made of current certification requirements for public school teachers in all of the states.

3. Future Seminars for Teacher Training

a. Several lectures or panel discussions should be devoted to the effective use of the sound laboratory and good laboratory teaching techniques. This should also include ways and means to evaluate properly the results obtained in the sound lab.

b. Various types of standardized FL tests should be presented and analyzed. The construction of effective FL tests by the classroom teacher should be an important part of the agenda.

c. Criteria for evaluating textbooks and learning materials should be discussed and developed. Perhaps it would be advantageous to analyze a few current texts and tapes at each level of FL learning.

d. There should be demonstrations of and instruction in both the composition of and the teaching of dialogues.

e. There should be demonstrations and discussion of the structure and teaching of various types of pattern drills.

f. Panel discussion should be set up so that each participant might, if he wished, present his most pressing pedagogical problems--administrative or otherwise, so long as it related to FL teaching.

g. The syllabi area is one which needs to be carefully examined, with suggestions made for revising and upgrading it.

h. Consideration should be given to ways and means of broadening the relationship between departments of education and departments of FL in order to effect a closer correlation.

i. Future seminars should be divided into divisions of languages only for some aspects of the methods and literature courses, but not separated entirely. There should be joint sessions for laboratory, testing and linguistics.

j. Wherever possible, the foreign language should be used in the classroom and in group discussions outside the classroom.

Additional Recommendations for College Methods Courses:

a. The FLES methods course should be separated from the high school FL methods course whenever possible.

b. The FL methods course should be taken before student teaching.

c. The FL methods teacher should supervise the student teachers and, with the cooperating teacher, observe and evaluate the student teachers.

d. Courses should be set up on the graduate level for supervisors of foreign language programs.

e. FL Methods courses should include examination, evaluation and preparation of:
   1) Materials
   2) Visual aids
   3) Audio-visual materials
   4) Testing

4. Teaching Techniques

This committee believes that the recommendations relating to the teaching techniques of foreign languages should have at least two aspects: suggestions relative to the agenda of future seminars as well as recommendations concerning the teaching of foreign languages, irrespective of grade level to be taught. Insofar as the agenda is concerned, it should be pointed out that the 1964 DePauw Seminar included much of it.

It would be hoped that these recommendations would serve to reinforce and help to upgrade the standards of FL teaching as a whole and, in particular, to help each teacher attain a higher level of skill in FL teaching by the employment or more efficient use of the techniques recommended. (See A. 1, above.)

CONCLUSIONS

This Seminar is convinced of the need for teacher improvement at all levels of foreign language teaching. It is aware of a number of factors, however, the most important of which is that the change, understandably, will come slowly, even though the need is urgent. The problems are complex; the solutions to them will not come readily or without strong and, at times, emotional discussion.

Two promising notes are detectable: legislation is now before the Congress to provide for teacher training at the college level, and the profession is becoming increasingly concerned over the fact that no adequate criteria are available for testing the new materials on the markets or the progress of students who are the products of them.

Since this Seminar was organized for college teachers specifically, the recommendations of this report are designed for them. Discretion and flexibility, even after the program begins, may have to be used. Perhaps in subsequent Seminars there will need to be little upgrading of the language, since it is assumed that the participants will have had a "major" in the language and will have traveled or studied abroad. (Language "tables," as well as some social activities in the FLs, might well be provided.) The methodology courses should probably be the "backbone" of any Seminar: separate courses for each language in which all new publications will be studied critically--new books on language as well as culture and literature, syllabi, laboratory and testing materials, and so forth. All types of realia and audio-visual materials should have severe testing and evaluation.

In addition to the courses in Methodology there should be lectures on the nature of language and applied linguistics (possibly these lectures and discussions will be "new" to many language teachers). Furthermore, there must be a "new look" at the teaching of literature, civilization and other aspects of culture. The three areas of linguistics, literature, and civilization must be considered as inseparable--one cannot exist for long without the others.

The Seminar is unanimous in recommending that the foreign language should be the medium of communication (both oral and written) in the literature-culture classes, but a considerable degree of latitude may have to be offered in the content or approach to these discussions. Some professors prefer to emphasize the "high" culture, others the mores and everyday behavior. This Seminar believes that both approaches should be considered, by either of which, if properly taught, studies in depth can be made. The "way of life" and thought must not be subordinated to a rigorous study of important dates and names. (The latter, unfortunately, is apt to be the method used in many graduate schools and in courses designed for "majors.")

Seminars for college teachers may need to provide clinical work in phonetics, syntax, and even reading and writing. Proficiency in the language of any country is, of course, indispensable for an understanding and appreciation of its literature (and culture). Inexact interpretation of literature or an unwise selection of texts may do more harm eventually than anything we do in our classes.

In suggesting programs for future Seminars, this pilot group does not wish the recommendations to be dogmatic or prescriptive. Each future Seminar will have to shape its plan to fit the local needs and circumstances. However, the important thing is to start.

The staff and participants of this Seminar are deeply grateful to Dr. George E. Smith, Director of The Indiana Language Program, and to the Ford Foundation for realizing the need for such a project, for their encouragement throughout the life of the Seminar, and for their expressed satisfaction with its outcome.

APPENDICES

APPENDIX A

Seminar on FL Teacher Preparation
APPLICATION

___French
___Spanish

Name (in full)____

Address____Phone__________

Place and date of birth______________________________________

Present position____

Scholastic training: Give names of institutions attended, etc. as indicated below:

a. College or University (Undergraduate)

Institution	Degree	Date Received	Major	Minor

b. Graduate School

Institution	Degree	Date Received	Major	Minor

Special studies or activities in your field:_____________________

____

____

____

Travel or residence outside the United States:__________________

____

____

Membership in honorary, learned, and professional organizations and societies; scholarships and fellowships held, prizes or recognition; etc.

____

____

____

Articles or books published:____

____

____

Teaching experience:

Institution and academic rank   Dates   Full or part-time   Subjects

____

____

____

____

____

____

What courses are you presently teaching?____

____

____

What courses are under your supervision?____

____

____

How many people do you supervise?____

____

Do you have any health condition which would necessitate special facilities?

____

____

Language for which you wish to apply: French________ Spanish________

Do you wish graduate credit? Yes________ No________

________________________ Date

________________________ Signature of Applicant

(Return Address)

APPENDIX B

SEMINAR ON FL TEACHER PREPARATION
DePauw University
Greencastle, Indiana

Schedule for June 14-20

Sunday, June 14

1:00-5:00	Registration and assignment of rooms
5:30-6:30	Orientation meeting--Lounge, Roberts Hall
6:45	Buffet supper at the home of Mr. and Mrs. Turk Special guests: President and Mrs. William Kerstetter Dean and Mrs. Robert Farber Mr. and Mrs. Norman Knights Dr. and Mrs. George Smith

Monday, June 15--Friday, June 19

7:15-8:00	Breakfast--Hub, Union Building
8:00-8:55	Structure Problems and Language Analysis Room 108 EC - Dinneen (all participants)
9:00-9:55	Applied Literature and Civilization Section A - Spanish Room 108 EC - Brady Section B - French Room 104 EC - Dinneen
10:00-10:20	Coffee Break--Union Building
10:30-11:40	Instructional Techniques and Materials Room 108 EC - Brady (all participants)
11:50	Lunch--Union Building
1:30-3:00	Testing and Related Problems Room 108 EC - Pimsleur
3:30-4:30	Group Discussions
5:30-6:30	Dinner--Union Building

Special Meetings

Tuesday, June 16 and Thursday, June 18	Opinions on the "New Look" in Language Teaching (Tapes) Room 108 EC
Saturday, June 20	Demonstration of "New Acoustron Language Laboratory"

NOTES: The language laboratory (basement of the library, north entrance) will be open from 12:30-1:30 p.m. and 7:00-9:00 p.m. Monday-Thursday and from 9:00-12:00 on Saturdays.

Service for copying tapes will be available without charge. Tapes may be purchased at cost.

The browsing room (105 EC) will be open Monday-Friday 7:45-11:45 a.m., 1:00-5:00 p.m. and 7:00-9:00 p.m. and from 9:00-12:00 a.m. on Saturdays.

SEMINAR ON FL TEACHER PREPARATION

DePauw University
Greencastle, Indiana

Schedule for June 22-26

Monday, June 22--Thursday, June 25

7:00-8:00	Breakfast--Hub, Union Building
8:00-8:55	Structure Problems and Language Analysis Room 108 EC - Dinneen (all participants)
9:00-9:55	Applied Literature and Civilization Section A - Spanish Room 108 EC - Brady Section B - French Room 104 EC - Dinneen
10:00-10:20	Coffee Break--Union Building
10:30-11:40	Instructional Techniques and Materials Room 108 EC - Brady (all participants)
11:50	Lunch--Union Building
1:00-2:30	Evaluation of Materials at the Secondary Level and Discussions of Articulation from Elementary to Jr. H.S.; to Sr. H.S; to College. Also, discussion of Materials for the Academically Talented and the Fifth Year Secondary Student. Section A - Spanish Room 108 EC - Núñez Section B - French Room 104 EC - Sr. Georgiana
2:35-3:15	Group Discussions
3:30-4:30	Conferences with Staff--by appointment
5:30-6:30	Dinner--Union Building

Friday, June 26

1:30-3:30	Joint Session Round Table. Moderators: Brady, Sister Georgiana, Núñez

Special Meetings

Tuesday, June 23	French and Spanish tapes and records: Folk and Modern music. 7:00 p.m.--Roberts Hall
Thursday, June 25	Conferences with staff members and special consultant, Edith M. Allen, Indianapolis Public Schools Instruction Center. 7:00-9:00 p.m.--Roberts Hall

NOTES: The language laboratory will be open by appointment. Tapes will be copied as ordered, beginning June 23.

The Acoustron Laboratory Equipment will be in Room 105 until Thursday afternoon, June 25, for examination. Mr. Fitzgerald, company representative, will be here Thursday afternoon at 12:30 if anyone wishes to confer with him.

SEMINAR ON FL TEACHER PREPARATION
DePauw University
Greencastle, Indiana

Schedule for June 29-July 3

Monday, June 29--Friday, July 3

7:00-8:00	Breakfast--Hub, Union Building
8:00-8:55	Structure Problems and Language Analysis Room 7 EC - Dinneen (all participants)
9:00-9:55	Applied Literature and Civilization Section A - Spanish Room 108 EC - Brady Section B - French Room 7 EC - Dinneen Monday: Special lecture in Spanish by R. G. Mead, Jr., on "Progress and Problems in the Teaching Spanish Culture"
10:00-10:20	Coffee Break--Union Building
10:30-11:40	Instructional Techniques and Materials Room 108 EC - Brady (all participants) Tuesday: Elton Hocking, Purdue University
11:50	Lunch--Union Building
1:00-2:30	Evaluation of Materials at the FLES and Secondary Level and Discussions of Articulation. Also, Discussion of Materials for the Academically Talented Pupils and the Fifth Year Secondary Student. Section A - Spanish Room 108 EC - Núñez Section B - French Room 7 EC - Sr. Georgiana Friday: Joint session Round Table. Moderators: Brady, Sister Georgiana, Núñez
2:35-3:15	Group Discussions
3:30-4:30	Conferences with Staff--by appointment
5:30-6:30	Dinner--Union Building

Special Meetings

Monday, June 29	Lecture on "Mexican Literature Today," R.G. Mead, Jr., University of Connecticut 7:00 p.m.--Roberts Hall
Thursday, July 2	Films and slides, Sister Georgiana 7:00 p.m.--Roberts Hall

NOTE: The language laboratory will be open by appointment. Tapes will be copied as ordered.

SEMINAR ON FL TEACHER PREPARATION
DePauw University
Greencastle, Indiana

Schedule for July 6-July 10

Monday, July 6--Wednesday, July 8

7:00-8:00	Breakfast--Hub, Union Building
8:00-8:55	Structure Problems and Language Analysis Room 7 EC - Dinneen (all participants)
9:00-9:55	Applied Literature and Civilization Section A - Spanish Room 108 EC - Brady Section B - French Room 7 EC - Dinneen 3:30 Tuesday: Special lecture to Spanish section by Dra. Dolores Martí de Cid, Purdue University
10:00-10:20	Coffee Break--Union Building
10:30-11:40	Instructional Techniques and Materials Room 108 EC - Brady (all participants)
11:50	Lunch--Union Building
1:00	Programmed Instruction Room 108 EC - Pimsleur (all participants)
P.M.	Conferences with Staff--by appointment
5:30-6:30	Dinner--Union Building

Thursday and Friday, July 9-July 10

A.M.	Discussions, conclusions, recommendations in each scheduled section
P.M.	Meetings of the various groups for final recommendations

Special Meetings

Tuesday, July 7	Lecture in English on "The Teaching of Culture," Dra. Cid 7:00 p.m.--Roberts Hall
Friday, July 10	Closing Dinner 5:30 p.m.--Union Building

APPENDIX C

RESULTS OF THE QUESTIONNAIRE ON LINGUISTICS
(Distributed to the participants on the first day)

Name____

Institution____

Please list below any courses you have taken in Linguistics, giving a descriptive title rather than a course number. Include such courses as Old French, Stylistics, Phonetics.

None	4	Spanish Stylistics	1
Intro. to Linguistics	1	French Phonetics	6
Vulgar Latin	2	Spanish Phonetics	6
Old French	6	Philosophy of Lang.	1
Old Spanish	9	Romance Linguistics	1
Hist. of Spanish Lang.	2	French Stylistics	1

Indicate by a check on the proper line whether you have read (on your own initiative), studied (in a course), or have not read the following books. Add to the list any linguistics books you have read that you consider pertinent.

	Read	Studied	Not Read
Gleason, An Introduction to Descriptive Linguistics	1		21
Hockett, Outline of Modern Linguistics	2	1	19
Sapir, Language	2		20
Bloomfield, Language	5		17
Lado, Linguistics Across Cultures (added)	1		
Valdman (added)	1		
Hall, Linguistics and Your Language (added)	1		
None	15		

Add any comments you think may help me in presenting material that will be of interest and of use to you. (Do not hesitate to mention aspects of modern linguistics that you find unnecessarily repetitive or that actually bore you.)

None -- 19

Is there an opposition between "structural learning" and the dialogue approach?

APPENDIX D

Since the MLA Conference 9 is deeply concerned with Teacher Preparation, it seems advisable to include in this report a copy of the Resolutions voted on in 1962:

RESOLUTION

1. The problems listed below, unless otherwise indicated, refer to all levels of FL instruction, from FLES to the Ph.D.
2. In all problem areas attention must be given to both pre-service and in-service teacher education.
3. The areas of teacher competence involved are all those covered by the MLA proficiency tests.

PROBLEMS:

1. Relationship of the college and university FL department to other departments, especially the department or school of education.
2. Exactly how are our teachers being prepared; how many of them; in what institutions?
3. Practice teaching: how much required; how prepared for; how supervised; by whom?
4. Competence: in what areas required; what degree required; how determined: by proficiency test, by credits, by classroom performance?
5. The Master of Arts in Teaching program: what are its standards; how are candidates selected?
6. Undergraduates: how are promising FL teachers among them identified, encouraged?
7. The college and university teacher of language, culture, literature, linguistics: how selected, trained, supervised, rated, improved, promoted?
8. Course content: language, linguistics, methodology, culture, literature; how rated; by whom taught?
9. Professional attitudes and understandings: what is crucial in this area; how is it organized and presented to the student teacher?
10. What are the individual States doing to upgrade their FL teaching programs and personnel?
11. How were present teachers prepared, and how do they think they could have been better prepared?
12. Native speakers: how used now; how best used to help the FL teacher?
13. Local employing officers: how to educate and check up on them to avoid "back door" entrance by unqualified personnel into FL teaching.
14. Teaching and learning materials: how to identify and get into the hands of the teacher the best available; how to identify and keep out of his hands the products that can only obstruct his teaching effectively.

APPENDIX E

PROPOSED SURVEY COURSE FOR COLLEGE THIRD-YEAR

ESPAÑA

	Influencias culturales	Literatura
Desde los principios hasta el siglo XV	Los iberos (La cueva de Altamira)	_Las jarchas_
	Primeras invasiones: celtas visigodos godos griegos ("La dama de Elche") fenicios	_Auto de los reyes magos_ **_Poema del mío Cid_ *González de Berceo, _Los milagros de Nuestra Señora_
	Invasión Romana (influencias: lengua religión costumbres)	*Romances (XIII, XIV, XV) (selecciones) **Arcipreste de Hita (Juan Ruiz) (1238-1351?), _El libro de buen amor_
	Invasión de los Moros (influencias: agricultura, ciencias, arquitectura, modificaciones linguísticas)	**Don Juan Manuel (1282-1349?), _El conde Lucanor_
	Alfonso el Sabio (humanista)	
	La época de las catedrales	
Siglo		
XV	1492 Casamiento de Fernando e Isabel (espíritu de unificación)	*Jorge Manrique, _Coplas por la muerte de su padre_
	Expulsión de los judíos y los moros	Marqués de Santillana, _Serranillas_, _Soneto al Cristo Crucificado_
	Descubrimiento de América	
XVI	López de Gómara (1512?-1557?), _Historia de la conquista de México_ (Para comparar el punto de vista desde España)	Poesía a la italiana: *Garcilaso de la Vega (1501?-1536) (Églogas y sonetos)
	El "cenit" del imperio español	*San Juan de la Cruz (1524-1591) *Fray Luis de León (1527-1591)

APPENDIX E

PROPOSED SURVEY COURSE FOR COLLEGE THIRD-YEAR

HISPANOAMÉRICA

	Influencias culturales	Literatura
Desde los principios hasta el siglo XV	Importancia de las culturas indígenas (tolteca-azteca, maya-quiché, inca-quechua)	**_El Popol Vuh_ _Libros de Chilam Balam_ Teatro: _Ollantay_ _El baile de los gigantes_ _Rabinal Achí_ _Atahualpa_ (tragedia quechua) Prosa en lengua náhuatl Poesía lírica (con cantos y bailes) Poesía lírica y épica (El guayno)
Siglo XV	Descubrimiento de América	
XVI	Transculturación Colonización de América El comienzo del _mestizaje_ Influencias del catolicismo Fundación de universidades y escuelas	**Hernán Cortés (1485-1547), _Cartas de Relación_ (selecciones) **Bernal Díaz de Castillo (1492-1584), _La verdadera conquista de la nueva España_ (selecciones) **Inca Garcilaso de la Vega (1539-1616), _Comentarios Reales_

	Importancia de las universidades La Inquisición Importancia de Cádiz La dualidad del personaje español como se nota en la vida y en la literatura	*Santa Teresa de Jesús (1515-1582), Selecciones de Las moradas, Nada te turbe, Líbrenos Dios de esta mala gente Drama: Lope de Rueda (1510-1565), Un paso: Las aceitunas Miguel de Cervantes (1547-1616), Un entremes, p.ej., La cueva de Salamanca o El retablo de las maravillas Novela dialogada: **Fernando de Rojas (1475?-1537?), La Celestina Novela picaresca: **Anon., Lazarillo de Tormes (1554) **Miguel de Cervantes (1547-1616), Selecciones de Don Quijote de la Mancha, *Novelas ejemplares, de Cervantes
XVII	Cumbres de la literatura, pintura, música, arquitectura El Siglo de Oro El Greco Velásquez Murillo Ribera Zurburán Ladrados de seda, de madera y de hierro Azulejos (Talavera de la Reina) Gran época de los orfebres en España Influencia de lo barroco Influencia de los filósofos didácticos	*Luis de Góngora y Argote (1561-1627), Poesía (villancicos, letrillas, una selección de Soledades) Drama: *Lope de Vega (1562-1635), Fuenteovejuna o Peribáñez. La moza del cántaro o La Dama Boba *Tirso de Molina (1584-1648), El burlador de Sevilla o Don Gil de las Calzas verdes Novela picaresca: Quevedo (1580-1645), La vida del buscón Alarcón--(véase la literatura hispanoamericana) **Calderón de la Barca (1600-1681), La vida es sueño o El alcalde de Zalamea

	La imprenta Estudios linguísticos Literatura didáctica (gramática, vocabularios y diccionarios) Controversia entre Las Casas y Motolonía Importancia del teatro misionero Mestizaje en las artes, la religión y costumbres Criollismo en la literatura, agricultura, etc.	**Ercilla y Zúniga (1533-1594), *La Araucana* (poesía épica) Fernán González de Eslava (1535?-1601?), *Entremés del ahorcado* o un coloquio Padre Bartolomé de las Casas (1474-1566) (español transplantado), *Brevísima relación de la destrucción de las Indias*
XVII	Influencia de lo barroco	**Juan Ruiz de Alarcón (1581?-1639) (México), *La verdad sospechosa* Pedro Peralta Barnuevo (Perú), traducciones **Sor Juana Inés de la Cruz (1651-1695) (México), Criollista; imitación de Góngora y Calderón Prosa: *De la respuesta a Sor Filotea de la Cruz* y selecciones de su poesía Carlos de Sigüenza y Góngora (1645-1700) (México), *Infortunios de Alonzo Ramírez*

Baltasar Gracián, El Criticón

Comienzos de la zarzuela

La caída del imperio español

Sebastián de Covarrubias,
Tesoro de la lengua
castellana o española (1611)

Influencias neoclásicas

Academias de literatura,
lengua, ciencias

Establecimientos de centros
de cultura: música,
arquitectura, escultura,
literatura

Expulsión de los Jesuitas

de Moratín hijo (1760-1828),
El sí de las ninas
(neoclasicismo)

Ramón de la Cruz (1731-1794)
un sainete, p.ej., La calle
mayor

Influencia Napoleónica

"Dos de mayo"

Absolutismo vs. liberalismo

Guerras carlistas

Goya

La Primera República
y restauración de la
monarquía

Continuación de la zarzuela

Interés de autores norte-
americanos por cosas
españolas:
Washington Irving

Poesía romántica:
José de Espronceda (1808-1842),
Selecciones de su poesía y
drama importante. El
estudiante de Salamanca

*Gustavo Adolfo Bécquer (1836-
1870). Una leyenda p.ej.,
Los ojos verdes y selecciones
de sus Rimas

Drama romántico:
*García Gutiérrez, El trovador

Duque de Rivas (1791-1865),
Don Álvaro o la fuerza del
sino

*José Zorrilla (1817-1893),
Don Juan Tenorio

XVIII	Transculturación de ideas francesas Influencia de las revoluciones francesas y norteamericanas Descontento del criollo Importancia del periódico y de los folletos políticos y culturales Sociedades patrióticas y literarias Propaganda en pro del indio y contra España El espíritu folklórico Adaptación de sistemas de arquitectura: churrigueresco e indígena	
XIX	Guerras de Independencia Clavijero (historiador Jesuita) Landívar (Guatemala), _Rusticatio mexicana_ (poema en latín) Gramática de Andrés Bello y Rufino Cuervo Ideas de Bolívar y otros Esteban de Luca (1786-1824) (Argentina), tecnólogo y artesano Lucha por la libertad en letras y vida	**José Joaquín Fernández de Lizardi (1776-1827) (México), _El periquillo sarniento_ Simón Bolívar (1783-1830) (Venezuela), _Carta a un caballero que tomaba gran interés en la causa republicana_ Jorge Isaacs (1837-1895) (Colombia), _María_ Poesía: *José Joaquín Olmedo (1790-1847) (Ecuador), _La victoria de Junín: canto a Bolívar_ *Andrés Bello (1781-1865) (Venezuela), _Silva a la agricultura de la zona tórrida_; _La oración por todos_

William Cullen Bryant
William D. Howells
Longfellow
Ticknor y otros

Importancia de Galdós como historiador en los *Episodios Nacionales* (1805-1874)

Guerra entre los Estados Unidos y España

Pérdida de las últimas colonias: Cuba, Puerto Rico e Islas Filipinas

Generación del '98

Ramón y Cajal (1850-1934), biólogo y matemático, *Estudios sobre el sistema nervioso* (Premio Nobel)

Menéndez y Pidal (1869-) gran investigador en filología y linguística

La corrida de toros como espectáculo nacional

*Mariano José de Larra (1809-1837), *Los artículos de costumbres*

**Benito Pérez Galdós (1843-1920), *Trafalgar* o *Misericordia* o *Torquemada en la hoguera* *El abuelo* (drama)

Ramón de Mesonero Romanos (1803-1882), artículos

Novela realista, costumbrista:
*Pedro de Alarcón, *El sombrero de tres picos*

Juan Valera (1827-1905), *Pepita Jiménez* o *Juana la larga*

Manuel Bretón de los Herreros (1796-1873), *Marcela o ¿cual de los tres*?

*Emilia Pardo Bazán (1852-1921), *Los pazos de Ulloa*

**Vicente Blasco Ibáñez (1867-1928) *La barraca* y *Cañas y barro* u otra novela

José de Echegaray (1832-1916), *El gran Galeoto* (recipiente del Premio Nobel)

Angel Ganivet (1865-1898), *Idearium español*

**Miguel de Unamuno (1864-1936), Ensayos: *El sentimiento trágico de la vida*, *Tres novelas*, *Abel Sánchez*

**Azorín (Jose Martínez Ruiz) (1874-1960?), ensayos

Ortega y Gassett (1883-1955), *La Rebelión de las masas*

La importancia del gaucho en las Guerras de Independencia, personajes folklóricos y representativo de un grupo étnico

La payada argentina

El corrido mexicano

Civilización y barbarie

Desarrollo de géneros criollos

Interés de autores y científicos extranjeros por cosas hispanoamericanas:
von Humboldt
Prescott
Cunninghame y otros

Preocupación por el problema indianista (el indio como tipo romántico)

¿Caciquismo o libertad?

La Reforma (México)

Sociedades anti-Rosas (Argentina)

Modernismo: arte por el arte

El nuevo criollismo en la literatura

La revolución social mexicana de 1910
1. distribución de tierra
2. educación
3. rehabilitación de los oprimidos
4. libertad de empresa
5. libertad de cultas
6. seguridad social

Nacionalización de los yacimientos de petróleo y de la electricidad

Difusión de cultura

*José María Heredia (1803-1839) (Cuba), En el Teocali de Cholula o Niágara

*Gertrudis Gómez de Avellaneda (1814-1873) (Cuba), Selecciones de su poesía

*Esteban Echeverría (1805-1851) (Argentina), La cautiva

*José Mármol (1817-1871) (Argentina), Selección del poema A Rosas

*Olegario Víctor Andrade (1839-1882) (Argentina), El nido de cóndores (selecciones)

*Juan Zorrilla de San Martín (1855-1931) (Uruguay), Tabaré

**Domingo Faustino Sarmiento (1811-1888) (Argentina), Facundo (selecciones) (civilización y barbarie, y el tema gauchesco)

El tema gauchesco:
Bartolomé Mitre (1821-1906) (Argentina), A Santos Vega

*Estanislao del Campo (1834-1888) (Argentina), Martín Fierro (selecciones de "La ida" y "La vuelta")

Rafael Obligado (1851-1920) (Argentina), poesía

Ignacio Manuel Altamirano (1834-1893) (México), Cuentos y novelas; cuadros de costumbres; La navidad en las montañas

José Tomás de Cuéllar (1830-1894) (México), La linterna mágica

Vicente Riva Palacio (1832-1896) (México), Cuentos

Alberto Blest Gana (1830-1920) (Chile), Martín Rivas

XX	Menéndez Pelayo: monstruo de la crítica literaria	*Pío Baroja (1872-1956), *El árbol de la ciencia*
	Granados	*Ramón del Valle-Inclán (1896-1936), una de las *Sonatas*, *Flor de Santidad*, *Jardín Umbrío* y cuentos
	De Falla	

*Juan Montalvo (1832-1889) (Ecuador), ensayos

**Ricardo Palma (1833-1919) (Perú), *Tradiciones peruanas*

Teatro:
Fernando Calderón (1809-1845) (México), *A ninguna de las tres*

*Florencio Sánchez (1875-1910) (Uruguay), *La gringa*

Ricardo Rojas (Argentina) *Ollantay*, tragedia (ún contraste con el drama original inca)

**Manuel Gutiérrez Nájera (1859-1895) (México), variedad de poesía y un cuento

*José Martí (1853-1895) (Cuba), ensayo y poesía

Julián del Casal (1863-1893) (Cuba), poesía

*José Asunción Silva (1865-1896) (Colombia), poesía

**Rubén Darío (1867-1916) (Nicaragua), modernista; cuento y poesía

Leopoldo Lugones (1874-1938) (Argentina), poesía

**Amado Nervo (1870-1919) (México), poesía y cuento

José Santos Chocano (1875-1934) (Perú), poesía

Enrique González Prada (1871-1952) (México), poesía, *Tuércele el cuello al cisne*

**José Enrique Rodó (1872-1917) (Uruguay), *Ariel*

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Artes populares:
Rivera
Orozco
Siqueiros
Arrau
J. M. Sanromá
Chávez
Ponce

Novelas:
José López-Portillo y Rojas (185)-1923) (México), *La parcela* selecciones

Manuel Payno (1810-1894) (México), *El fistol del Diablo*

Albéniz

Alejandro Casona, dramaturgo, maestro, humanista

Sorolla

Antonio Gaudí, artista, arquitecto

La Guerra Civil del '36

La muerte de García Lorca

Exilio de escritores y otros artistas Republicanos a causa de la Guerra Civil

José Iturbe

Pablo Casals

Segovia

Salvador Dalí

Picasso

Miró

Zuloaga

El desarrollo del cinema como forma artística

Renacimiento de letras españolas en el '45

Tremendismo

Ultraísmo

Lucha por la expresión sincera

Ramón Pérez de Ayala (1880-), _La pata de la raposa_, _Belarmino y Apolonio_, _Tigre Juan_ y _El curandero de su honra_

*Alejandro Casona (1903-), _La barca sin pescador_, _Nuestra Natacha_, _La sirena varada_

**Federico García Lorca (1898-1936), _La casa de Bernarda Alba_ u otro y selecciones de poesía gitana y _Llanto por Ignacio Sánchez Mejías_

Drama:
*Eduardo Marquina (1879-1946), _En Flandes se ha puesto el sol_

**Jacinto Benavente (1866-1954), _Los intereses creados_, _La malquerida_

Poesía:
**Antonio Machado (1875-1939), poemas sobre Castilla

Manuel Machado (1874-1947)

**Juan Ramón Jiménez (1881-1958), selecciones de _Platero y yo_

Cuento:
*Miguel Debiles (1920-)

Ignacio Aldecoa (1925-)

Alonso Zamorra Vicente (1916-)

*Ana María Matute (1926-)

Drama:
José Calvo Sotelo (1905-), _La muralla_

**Camilo José Cela (1916-), _La familia de Pascual Duarte_

Antonio Buero Vallejo (1916-) _En la ardiente oscuridad_, _Las meninas_

Alfonso Sastre (1926-), _Escuadra hacia la muerte_

Lara y otros artistas

La influencia mundial de la arquitectura modernísima

Estudios históricos e interpretativos sobre el espíritu y la cultura: *Eurindia* (Rojas), *La raza cósmica* e *Indología* (Vasconcelos), *Visión del Anáhuac* (Reyes)

Expansión industrial
1. Materias científicas
2. Artes industriales

Construcción de escuelas y universidades

El sufragio femenino

Intercambio de estudiantes y profesores

Federico Gamboa (1864-1939) (México), *Santa*

Ensayo:
Rufino Blanco-Fombona (1874-1944) (Venezuela)

**José Vasconcelos (1882-1959) (México), *La raza cósmica*

**Alfonso Reyes (1889-1959) (México), *Última tule*

Pedro Henríquez Ureña (1884-1946) (República Dominicana), ensayos y crítica

Cuento:
Mariano Latorre (1886-) (Chile), *Chilenos del mar* (Los rincones del país)

Manuel Rojas (1896-) (Chile)

**Horacio Quiroga (1878-1937) (Uruguay)

*Francisco Monterde (1894-) (México)

Hector Velarde (1898-) (Perú)

**Jorge Luis Borges (1899-) (Argentina)

Enrique Amorim (1900-) (Uruguay)

*Arturo Uslar Pietri (1906-) (Venezuela), ensayos

*María Luisa Bombal (1910-) (Chile), cuentos

*Juan José Arreola (1918-) (México), novelas

Javier de Viana (1868-1926) (Uruguay), cuento gauchesco

Novela:
Carlos Reyles (1868-1938) (Uruguay), *El embrujo de Sevilla*

*Enrique Rodríguez Larreta (1875-) (Argentina), *La gloria de don Ramiro*

*Benito Lynch (1885-) (Argentina), *El inglés de los güesos*

Tertulias literarias

La incorporación de la mujer en la vida intelectual y de negocios

El periodo posguerra (tremendismo)

Poesía:
*Pedro Salinas (1892-1951)

*Jorge Guillén (1893-)

*Vicente Aleixandre (1900-)

Carlos Bousoño (1923-)

Dolores Medio (1917-)

Elena Quiroga

Juan Antonio de Zunzunegui (1901-)

Cuentistas de la joven generación:
Alfonso Albalá (1924-)

Rafael Azcona (1926-)

Jorge Campos (1916-)

Luis de Castresana (1925-)

Carmen Martín Gaite (1925-)

Pilar Paz Pasamar (1933-)

Antonio Prieto (1930-)

Josefina Rodríguez (1926-)

Ramón Solís (1923-)

**Ricardo Güiraldes (1886-1927) (Argentina), *Don Segundo Sombra*

Manuel Gálvez (1882-) (Argentina), *Nacha Regules*

*Eduardo Barrios (1884-) (Chile), *El hermano asno*

**Pedro Prado (1886-) (Chile), *Alsino*

*Alcides Arguedas (1879-) (Bolivia), *Raza de bronce* (novela india)

Jorge Icaza (1906-) (Ecuador), *Cholos* (aspecto indio)

*Ciro Alegría (1909-) (Perú), *El mundo es ancho y ajeno*; *La serpiente de oro*; *Tierra* o *Los perros hambrientos*

**Rómulo Gallegos (1884-) (Venezuela), *Doña Bárbara*

*Jose Eustacio Rivera (1889-1928) (Colombia), *La vorágine*

*José Rubén Romero (1890-) (México), *La vida inútil de Pito Pérez* (lo regional y lo picaresco)

Novelas mexicanas de la revolución:
**Mariano Azuela (1873-1952) (México), *Los de abajo*

Martín Luis Guzmán (1887-) (México), *El águila y la serpiente*

**Gregorio López y Fuentes (1895-) (México), *El indio* o *Tierra*

Poesía:
Delmira Agustini (1886-1914) (Uruguay)

**Gabriela Mistral (1889-1957) (Chile) recipiente del Premio Nobel

This project was prepared by the fifteen members of the Applied Language-Culture Spanish Section of the Seminar on FL Teacher Preparation, under the direction of Professor Agnes M. Brady. No parts of this study may be reproduced without permission of Professor Brady.

DePauw University, Greencastle, Indiana, July 1964

*Alfonsina Storni (1892-1938) (Argentina)

Juana de Ibarbourou (1895-) (Uruguay)

*Ramón López Velarde (1888-1921) (México)

Rafael Arévalo Martínez (1884- (Guatemala)

*Jorge Luis Borges (1899-) (Argentina) (también véase el cuento contemporáneo)

Nicolás Guillén (1904-) (Cuba)

**Jaime Torres Bodet (1902-) (México)

**Pablo Neruda (1904-) (Chile)

*Octavio Paz (México)

Drama:
Francisco Monterde (1894-) (México), una comedia

*Rodolfo Usigli (1905-) (México), *El gesticulador*

Conrado Nalé Roxlo (1898-) (Argentina), *Claro desvelo* (surrealismo)

*Zavier Villarrutia (1903-1950) (México), *La hiedra*; *Invitación a la muerte*

Celestino Gorostiza (México), *El color de nuestra piel*

Novela:
**Agustin Yáñez (México), *Al filo del agua*

**Carlos Fuentes (México), *La región más transparente*
La muerte de Artemio Cruz

**Octavio Paz (México), *El laberinto de la soledad*

*Ernesto Sábato (México), *El túnel*

CERTIFICATE OF COMPLETION

SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE TEACHERS

A PROJECT OF THE INDIANA LANGUAGE PROGRAM

THIS IS TO CERTIFY THAT

HAS PARTICIPATED IN THE SEMINAR

HELD AT DEPAUW UNIVERSITY FROM JUNE 15 TO JULY 10, 1964

Director, The Indiana Language Program

Co-Director, The Seminar

Co-Director, The Seminar